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AUTHOR	Mahoney, Gerald; Mahoney, Frida
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ABSTRACT

One of the most important skills of professionals who work with young children is the ability to assess developmental functioning through informal observation. This skill serves as the foundation for screening or identifying children in need of developmental services, conducting play-based developmental assessments, and helping parents to understand their child's behavior. This book provides a detailed listing of developmental skills and behaviors that children are likely to manifest during the period from birth through 5 years of age. Children's behavior is addressed across five domains: cognition, language, social-emotional functioning, motor development, and self-help skills. The cognitive profile addresses: (1) object use, including exploration, functional use, and problem solving; (2) discrimination/association/classification, including social, actions, and objects; and (3) symbolic representation including memory (object permanence), intentionality, drawing/writing/reading, and pretend. The language/communication profile addresses: (1) receptive language, including attention, discrimination, and comprehension; (2) pragmatics, including communicative functions and language usage; (3) verbal proficiency, including phonology, lexical forms, and grammatical forms; and (4) imitation, including spontaneous and elicited. The social/emotional profile addresses: (1) relational behaviors, including attachment, adults, and peers; (2) self awareness/expression, including emotional reactions, egocentrism, and independence/dependence; and (3) social conventions, including play with others, compliance with rules, and responsibility. The motor profile addresses: (1) fine motor, including grasp, reach, and object manipulation; (2) posture/balance, including head control, sit, and stand; (3) locomotion, including crawling, walking/running, and climbing; and (4) active motor, including throwing, jumping, and kicking. The adaptive functioning profile addresses: (1) eating; (2) self care, including toileting, dressing, and grooming; (3) clean up; and (4) daily living skills. (SD)

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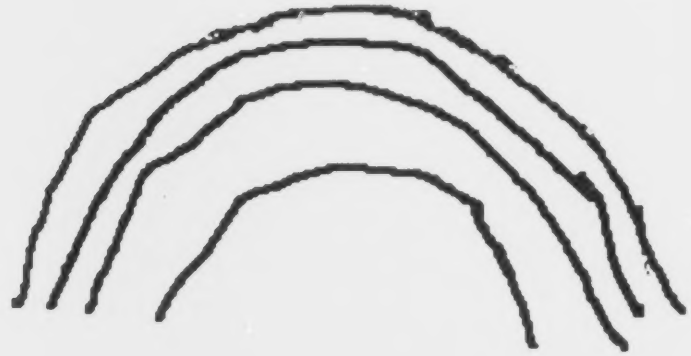
Developmental Rainbow



Early Childhood Developmental Profile

Gerald Mahoney, Ph.D.
Frida Mahoney, M.Ed.

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DEVELOPMENTAL RAINBOW

EARLY CHILDHOOD DEVELOPMENT PROFILE

Gerald Mahoney Frida Mahoney
Family Child Learning Center
143 Northwest Ave, Bldg A
Tallmadge, Ohio 44278
1996

1. INTRODUCTION

One of the most important skills of professionals who work with young children is the ability to assess developmental functioning through informal observation. This skill is the foundation for:

- screening or identifying children who may be in need of developmental services:
- conducting play-based developmental assessments;
- helping parents understand and appreciate the developmental significance of their children's behavior;
- establishing reasonable developmental goals and objectives for young children; and
- monitoring children's progress through developmental service programs.

The Developmental Rainbow is a comprehensive, detailed listing of developmental skills and behaviors that children are likely to manifest during the period from birth through five years of age. Items included in this profile were compiled and adapted from several developmental assessment instruments and preschool curricula that are listed in the bibliography of this manual. These items describe children's behavior across five domains including cognition, language, social-emotional functioning, motor development and self help skills. As described more fully below, each of these domains is further subdivided into general categories of behavior which reflect the major developmental accomplishments emphasized for children throughout the preschool years of life.

Items included in the Developmental Rainbow resemble their format on the tests from which they were obtained. However, two modifications were made to enhance the uniformity and usability of this profile. First, items were rewritten in a style that describes children's behavior so that it can be observed during children's spontaneous and routine activities. Second, the developmental age ranges of items were established by either 1) using the median ages reported for items when there was a high degree of uniformity between reported age levels with the exception of one or two outlyers (e.g., if three tests report a behavior to occur at 12 months while a fourth test reported it to occur at 18 months, we listed the item at the 12-month age range); or 2) using the mean age (age range) that children have been observed to

perform the behavior described by the items when there was no consensus between tests on the reported developmental age level (e.g., if three tests report the same behavior as having a developmental age level of 9, 12 and 15 months, we reported it as 12 months to reflect the average age reported by these three tests).

The design of this profile was based upon three assumptions. These are related to 1) the sequence and order of child development; 2) the hierarchical nature of development; and 3) the nature of relationships across developmental domains.

Child Development Proceeds in an Orderly and Predictable Sequence

The Developmental Rainbow was constructed on the assumption that **all children, whether their development is typical, delayed or disabled, progress through development by acquiring behaviors, skills and competencies in the same order and sequence.** Regardless of whether children have been identified as having speech and language disorders, mental retardation, cerebral palsy, autism spectrum disorders, or any other developmental delay or disability, we assume that they will progress through the same sequences and stages of development as do typically functioning children. This assumption means that children who appear to be functioning at a certain developmental level (e.g., Level IV) can be assumed to have mastered most of the skills and behaviors identified at lower developmental levels (e.g., Level III and below). Furthermore, the next set of behaviors that children are likely to acquire are either the remaining behaviors that they have yet to acquire from their current developmental level, and/or behaviors that have been identified for the next higher level of developmental functioning.

Although this assumption is generally valid, there are a number of exceptions. While children's order for acquiring developmental behaviors always progresses from the lower to the higher range on developmental scales, a significant number of children experience one or a combination of the following three phenomena. Some children:

- never manifest specific developmental skills that have been identified as part of the developmental sequence (e.g., they progress from behaviors 1 to 2 to 4 and never produce behavior 3;
- acquire some higher order developmental skills before producing lower order skills (e.g., walk before

they crawl; and/or

- manifest extreme delays in the acquisition of certain skills or behaviors, but progress rapidly through a normal developmental sequence at a much later age than do most children (e.g., A child might acquire developmental behaviors according to age expectations in all areas with the exception of expressive language which is extremely delayed. However, at a later age [30 to 42 months] these children may experience a language explosion in which their expressive language skills catch up to their current age level).

These exceptions provide a partial explanation for the discrepancies regarding the reported age and order that developmental competencies emerge across different developmental assessment instruments and curricula. Nevertheless, in spite of the variations in the details of development, the overall picture seems quite constant. For example, in the language domain all children progress from a phase of unintentional nonverbal signals, to intentional nonverbal signals, to increased production of word-like vocalizations, to the initial production of words, to a more expansive acquisition of words, to the combining of words into two word utterances. The details within each of these phases of development may differ across children, but the general sequence of developmental progression is invariant. The consistency of this general developmental sequence enables practitioners to form reliable judgements about children's development based upon the pattern of behavior they manifest at a particular point in time.

- **Hierarchical Organization of Child Development**

One of the most difficult problems involved in developing an early childhood profile is to decide on a taxonomy or classification system that can adequately characterize the complexity of the accomplishments that occur during the first five years of life. There is no universally accepted terminology for early childhood development. Likewise, there is no uniform method for classifying behaviors into developmental domains and/or describing the relationships between domains. Because of this, multiple names have been used to identify the same developmental phenomena, and there is little consistency among developmental tests and curricula regarding the domains into which skills and behaviors are

classified.

The classification system used for The Developmental Rainbow was developed on the assumption that the foundations for each of the major developmental domains are present in children from shortly after birth. This assumption implies that there is continuity between lower and higher level developmental phenomena. Behaviors that are manifested in the later periods of early childhood have precursors in the primitive competencies that are evident during the earliest days of children's lives.

While development can be characterized in terms of the acquisition of new behaviors and skills, most higher level acquisitions help to advance and refine preexisting functions and intentions. For example, children's acquisition of words provides them with a more sophisticated method for communicating intentions and observations that they are already capable of making.

The ultimate outcome of the developmental process is that children acquire the competencies and skills needed to function independently and effectively in society. During the early childhood years, the context in which children need to function effectively is restricted primarily to their family and school. Based upon this consideration, we used some of the major life demands of home and school as the organizational framework for classifying children's developmental behavior. For example, categories such as Discrimination/ Association/Classification and Symbolic Representation correspond to some of the primary educational objectives that preschool curricula are designed to accomplish. Likewise, the categories of Feeding and Toileting correspond to some of the major concerns that parents have for children during the early years of their lives.

The hierarchical structure of the Developmental Rainbow provides a means for identifying ***streams*** that link early developmental behaviors to concerns and priorities that parents and teachers are likely to have for children. This can be particularly useful for helping parents understand the linkages between primitive developmental behaviors and the more advanced outcomes they desire for their children. Hopefully, this information will encourage parents to value and support each of the skills and behaviors that are prerequisites to outcomes that are important to them and critical to their children's developmental progress.

The organizational framework can also be helpful for teachers and therapists who need to adjust the demands of their curricula so that they are compatible with the capabilities of children who have delayed development, while at the same time remaining consistent with the overall objectives of the curriculum. Thus if a preschool curriculum for four year old children is designed to help children improve their discrimination skills, teachers can maintain this curricular focus by determining how a child with developmental delays discriminates at his current level of functioning. This information can then be used to help teachers identify activities and experiences that are matched to the capabilities of the child with developmental delays which parallel the activities and experiences provided for the typically functioning children.

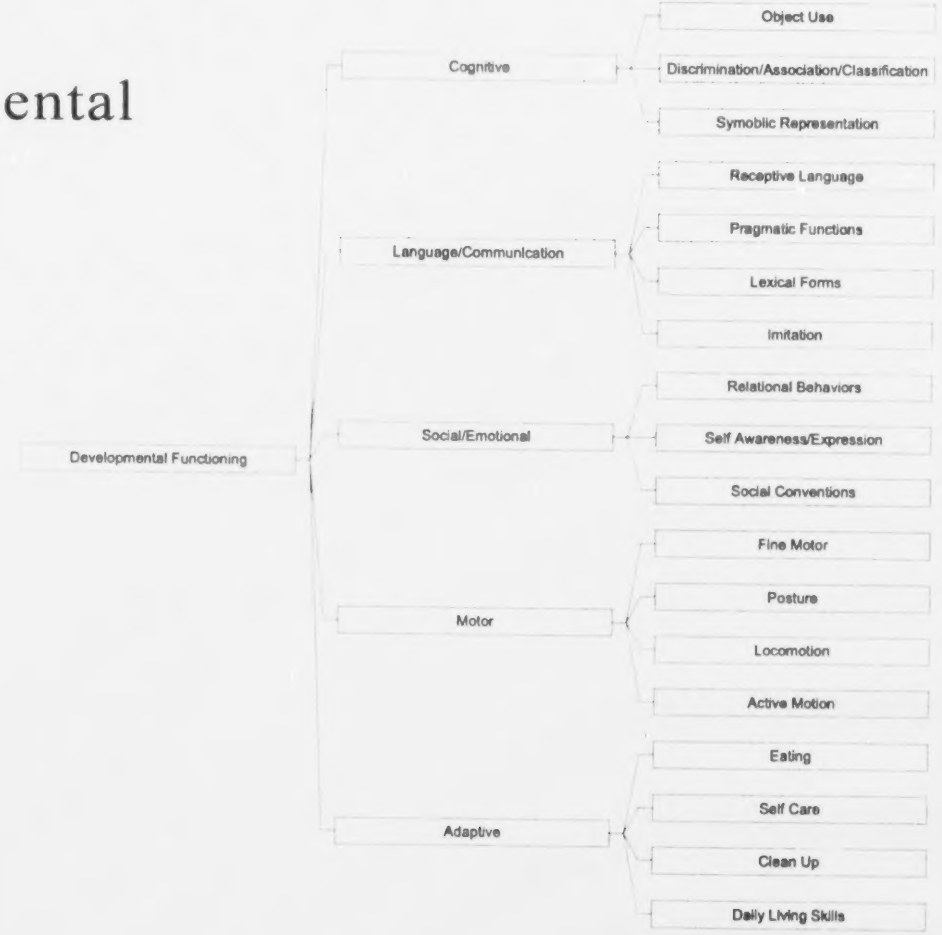
The taxonomy for the Developmental Rainbow is illustrated on the following page. The hierarchical organization of this profile is designed to emphasize the general accomplishments that occur during early childhood (e.g., Using Objects Functionally, Solving Problems, Discriminating, Classifying, etc.). Individual items reflect children's current performance relative to these general developmental functions. Differences between the behaviors described for successive developmental levels indicate the evolution of children's understanding and ability to interact with their world.

Items listed on the profile do not constitute all the behaviors that children are capable of producing at a particular developmental age level. Rather they reflect behaviors that children commonly produce, or behaviors that are easy to elicit at various developmental levels. Thus items such as 'Child removes screen to recover a displaced item' is only one of several behaviors that children might engage in at the 12-month developmental age level which reflects their emergent memory and symbolic representational capabilities. However, the consistency with which this behavior is produced by 12-month old children, as well as the ease of observing this behavior in play situations, makes this an excellent item for mapping the evolution of children's memory and representational skills.

Significance of Comparisons Across Domains

The design of the Developmental Rainbow was based partly upon the assumption that the rich description of

Developmental Rainbow Hierarchy



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developmental skills and competencies across domains could lead to a better understanding of children's functioning, and help to identify discrepancies in developmental growth that may be precursors to more significant developmental problems. However, we also recognized that the boundaries that this profile provides for differentiating various domains of functioning are arbitrary. As child development research and theory has demonstrated, there are inherent linkages across diverse domains of functioning. How children think is related to how they communicate and how they socialize. Nevertheless for ease of observation and assessment, as well as to simplify communication, it is useful to act as if there are distinct domains of developmental functioning. Although each domain of functioning has several unique characteristics or features, still all domains are likely to be a reflection of a common underlying developmental ability.

Normally, we can expect children to perform at approximately the same developmental level across domains. If a child's cognitive behavior is judged to be at the Level III range (6 - 9-month) of functioning, we could expect that child's language, social, motor and adaptive functioning to be at equivalent developmental levels. However, ***slight discrepancies in children's assessed level of functioning across domains frequently occur*** (e.g.. The child is assessed at Level III for language and socio-emotional functioning, but at Level IV for cognition). The occurrence of such discrepancies should be treated as a normal pattern of developmental functioning, particularly since these discrepancies could result from inaccuracies in observations or judgement.

There are situations, however, when discrepancies across developmental domains are clinically and educationally significant. For example, children with various types of neurological disorders often display developmental patterns where one domain of functioning may be significantly delayed (e.g., Level V), yet still be two to three levels higher than other domains (e.g., language and socio-emotional functioning are at Level III). Such patterns of functioning should prompt the professional to consider whether the child has received sufficient medical evaluations to address possible physical or health complications. Another common, but clinically important question for children with severe language delays is whether their level of communication functioning is equivalent to their level of cognitive functioning. The treatment and prognosis of children who have equivalent delays in cognition and communication may be very different than for children who display a level of communication functioning that is considerably lower than their level of cognitive

functioning.

An analysis of functioning across developmental domains can be very useful for planning educational or rehabilitative services for children. Insofar as children's development is likely to be at approximately the same level across domains, professionals who have assessment information regarding one or two developmental domains can use the Developmental Rainbow to predict how the child is likely to function in other domains. For example, if we know that a child, or group of children, is functioning at approximately Level IV in cognition and language, it is very likely that these children are also functioning at the same level in social functioning. By identifying the kinds of social and emotional behaviors that children typically manifest at Level IV, teachers and therapists can plan socialization activities that are matched to this level of functioning, or they can attempt to decipher whether the social demands of their programs are reasonable in view of the likely social capabilities of the children that they are working with.

Three Options for Describing Children's Functioning

The primary advantage of using the Developmental Rainbow is that it provides a detailed framework for observing and describing children's behavior. What is most relevant about the development of any child is how they function - how they interact with people, objects and materials; how they communicate; how they move about their environment; and how they react to different situations. The detailed descriptions of skills and behaviors located in each section of this profile provide a list of behaviors and interactions to look for while observing children, and a terminology for describing what children do. These rich descriptions of children's behavior can help adults become more aware of the complex set of behaviors that evolve during the early years of life, and help us to recognize how the primitive behaviors that children manifest in the early phases of development are precursors to higher level behaviors that are crucial for more advanced forms of human functioning. Hopefully this descriptive system will help to broaden our understanding of the functional significance of children's behavior, and increase our ability to value the simple things that children do. This descriptive taxonomy can also be used as a means for helping parents and other caregivers fully appreciate the strengths and capabilities of the developing child.

Generally, when children are being observed or assessed there are two questions that are of primary consequence. The first question is how does the child's development compare to that of other children; the second question concerns whether the child is making any developmental progress. To address these two questions we organized the Developmental Rainbow into 11 levels of developmental functioning, each of which correspond to developmental age ranges that vary in length. There are two concepts that are critical to using this organizational structure. These include the concepts of 1) developmental age and 2) the reliability or accuracy of developmental assessment procedures.

Developmental Age. In child psychology the term development refers to the process and sequence of events through which children progress as they grow into more capable, skillful and independent people. Development refers not only to individual behaviors and skills that children acquire during the course of maturation, but also to qualitative changes in the processes underlying the production of new skills. An important distinction that is made in child development is between competence and performance. Competence refers to those general intellectual qualities that are the foundations for behavior, such as ability, knowledge, reasoning, judgement, and intentionality. Children's competence cannot be observed directly, but rather must be inferred from the general pattern of behavior that children produce. Performance refers to the skills or behaviors that can be observed directly. Performance is a direct reflection of children's competence, but is often influenced by situational or environmental factors as well.

Developmental Age is a numerical index that provides a means of describing children's current level of developmental functioning by comparing them to typically developing children. Developmental Age is determined by comparing the types of behaviors that children are currently performing to the pattern of behaviors typically observed for normally developing children at a particular chronological age. If a child is observed to generally produce behaviors that are similar to the pattern of behaviors commonly observed for twelve month old children, then that child could be described as having a developmental age of 12 months. This description not only indicates that this child is likely to perform behaviors similar to those performed by average 12 month old children, but also implies that this child perceives, reasons, judges, and comprehends much in the same way as do normally developing 12 month old children. A comparison of a child's developmental age to his chronological age allows us to make judgements about the child's

developmental status. For example, if the child's chronological age is lower than his developmental age, the child might be described as precocious or, in extreme cases, gifted. On the other hand if the child's chronological age is older than his developmental age, the child might be described as delayed and perhaps, in extreme cases retarded in a particular area of functioning

Reliability of Developmental Assessments. There are many factors that can interfere with children producing behaviors that are truly reflective of their capabilities while they are being observed. These include their familiarity and comfort with the environment, whether their mothers are present or absent, the types of toys and materials that are available in the environment, the manner that adults and peers interact with the child, as well as children's physical and psychological status during the observation. Repeated observations of children, and particularly observations that are made across different settings, increase the likelihood that representative samples of children's behavior will be observed, but do not eliminate the possibility that the observed behaviors do not fully reflect the child's capabilities. In addition, as mentioned previously, there are significant discrepancies reported for the developmental ages of similar and even identical developmental behaviors. On one scale a behavior may be reported as an 18-month developmental behavior, while on another scale the behavior may be identified as a 15 or even a 12-month developmental behavior.

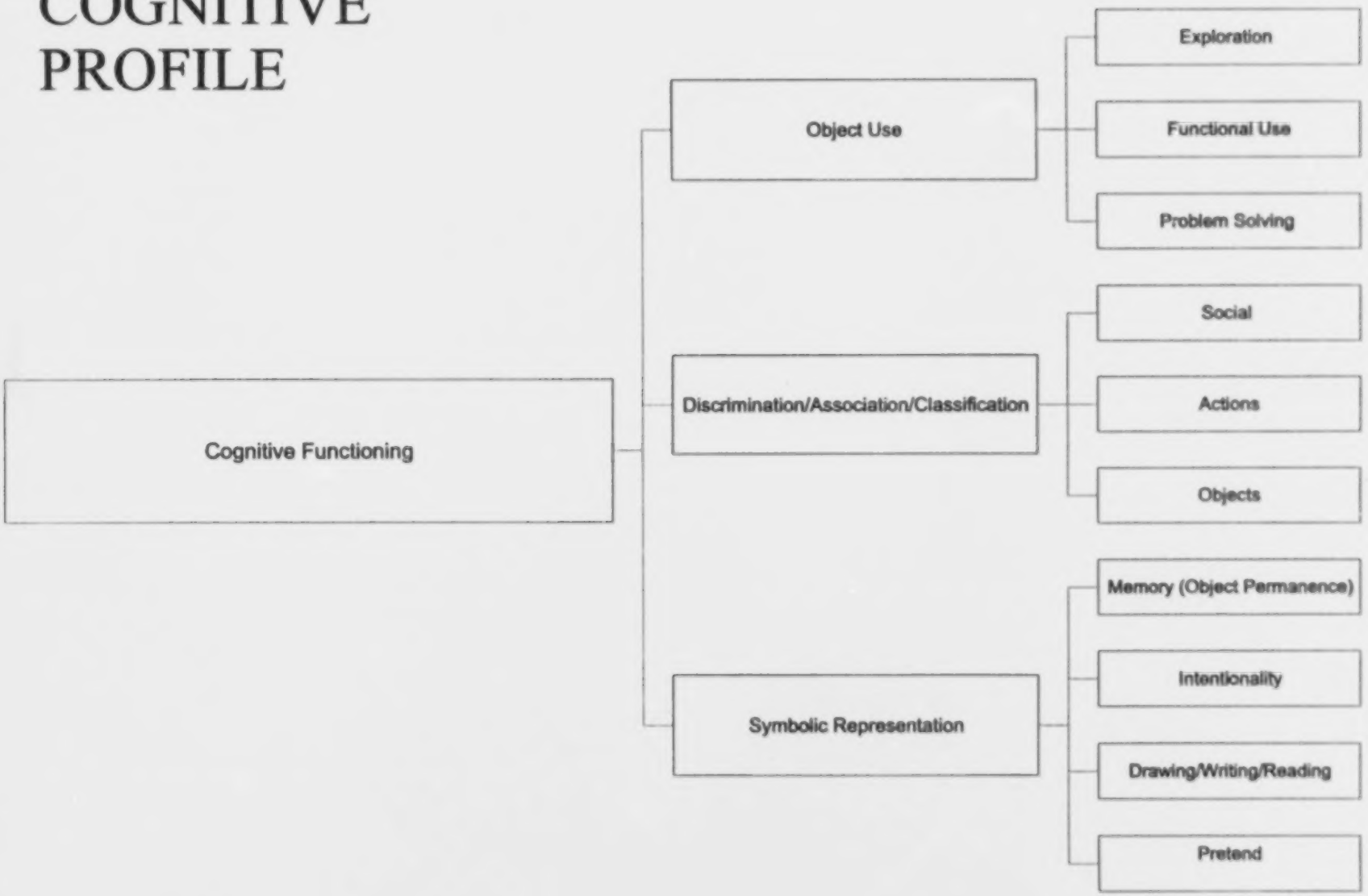
These observations make it clear that the process of determining the developmental age level of a particular child is subject to considerable error and is far from an exact science. There is much evidence to support the notion that Developmental Age provides a valuable tool for predicting or estimating the kinds of behaviors children currently produce and/or are likely to be acquiring in the near future. Nevertheless, the problems that we face in making accurate judgements about children's exact developmental age point out the need for caution in stating that a child is currently functioning at a narrowly defined developmental age level (e.g., 15 months).

For this reason, the Developmental Rainbow was also organized into 11 developmental levels which are designed to identify the **approximate developmental age range**s at which children appear to be functioning. These levels represent developmental age ranges as narrow as three months of developmental functioning (for the younger developmental ages) to as many as twelve months of developmental functioning (for the older developmental ages). The

discrepancies between the sizes of age ranges used in this profile are caused by the fact that there is far greater specificity in the kinds of behaviors that distinguish different levels of functioning for younger children than there are for older children. We feel that problems related to the reliability are minimized when children are described as functioning at a developmental level (e.g., 9 to 12 months Developmental Functioning) rather than as at a specific developmental age (e.g., 10 months Developmental Age).

Children who show marked delays in developmental functioning, as indicated by comparisons of their chronological age to the developmental ranges derived from the Developmental Rainbow, are likely to have legitimate developmental concerns. However, the problems of reliability noted above make it virtually impossible to use the Developmental Rainbow to make precise judgements about relative status of children who might have mild yet clinically significant delays in developmental functioning. In these cases, it is important to reserve judgements until sufficient information is gathered from alternative methods (such as parents' observations or other developmental tests confirms the observations that are made on the Developmental Rainbow.

COGNITIVE PROFILE



DEVELOPMENTAL LEVEL	COGNITIVE FUNCTIONING		
	OBJECT USE		
	EXPLORATION	FUNCTIONAL USE	PROBLEM SOLVING
LEVEL I BIRTH TO 3 MONTHS	• ATTEMPT TO VISUALLY FOLLOW SLOWLY MOVING OBJECT THROUGH AN ARC OF 180° • MOVE EYES IN SEARCH OF SOUND OUT OF VISUAL RANGE • MOVE EYES BACK AND FORTH BETWEEN TWO OBJECTS IN RESPONSE TO THE SOUND OF EACH • WATCH OWN HANDS WHEN THEY MOVE IN FRONT OF EYES • ALTERNATE GLANCES BETWEEN OBJECT AND HAND WHEN REACHING • TRACK AND ATTEND TO TOY BRIEFLY • TURN HEAD TO LOCATE SOUND OF TOYS OUTSIDE OF VISUAL FIELD		
LEVEL II 3-6 MONTHS	• PLAY WITH RATTLE: SHAKE, HOLD, LOOK AT IT • GRASP TOY WHEN BOTH HANDS AND TOY ARE IN VIEW • HOLD OBJECT AND BRING TO THE MOUTH • RECOVER TOY DROPPED WITHIN EASY REACH • GRASP AND RETAIN TWO SMALL TOYS FOR A FEW SECONDS • PAT AND HIT TOYS WITH HANDS OR TOYS • SQUEEZE AND CRUMBLE OBJECTS • REACT TO CESSATION OF INTERESTING ACTION • PULL, CHEW, FINGER STRING	• GRASP STRING AND PULL TOY • IMITATE BEHAVIORS THAT THE CHILD ALREADY DOES	• ATTEMPT TO KEEP TOY IN MOTION BY REPEATED HAND AND LEG MOVEMENTS • VISUALLY SEARCH FOR OBJECTS THAT HAVE DISAPPEARED FROM SIGHT

DEVELOPMENTAL LEVEL	COGNITIVE FUNCTIONING		
	OBJECT USE		
	EXPLORATION	FUNCTIONAL USE	PROBLEM SOLVING
LEVEL III 6-9 MONTHS	• REPEAT SIMPLE ACTIONS OF OBJECTS • VISUAL AND TACTUAL EXPLORATION OF OBJECTS WITH SUSTAINED INTEREST • WAVE, MOUTH, SUCK OBJECTS • MANIPULATE OBJECTS FOR SIMPLE SENSORY EFFECTS BY SQUEEZING, SPINNING • BANG TOYS HELD IN EACH HAND IN MIDLINE • SHOW INTEREST IN SOUND OF OBJECTS • RETAIN TWO OBJECTS AND REACH FOR A THIRD • MANIPULATE OBJECT WITH INTEREST IN THEIR DETAIL OR WORKINGS • MANIPULATE OBJECT TO HEAR SOUND IT MAKES • DROP AND THROW OBJECTS	• IMITATE ADULT'S APPROXIMATE MOVEMENTS • REMOVE PEG FROM PEGBOARD	• TOUCH ADULT'S HAND AFTER ADULT HAS DEMONSTRATED AN ACTION • ATTEMPT TO GRASP SMALL OBJECTS BY RAKING OR SCRATCHING WITH FINGERS • HOLD TWO OBJECTS, ONE IN EACH HAND WHEN PRESENTED ONE AT A TIME • FIND OBJECT AFTER WATCHING IT DISAPPEAR • USE MOVEMENT AS A MEANS TO OBTAIN AN END • ANTICIPATE MOVEMENTS OF OBJECTS IN SPACE • ATTEND TO ENVIRONMENTAL CONSEQUENCE OF ACTIONS • REPEAT ACTIONS IN ORDER TO REPEAT CONSEQUENCES • MANIPULATE OBJECTS TO HEAR SOUNDS IT MAKES • PULL A SUPPORT TO OBTAIN DESIRED OBJECT
LEVEL IV 9-12 MONTHS	• MOUTH, SUCK AND BANG OBJECTS • DROP TOYS INTO CUPS, POTS, AND TAKE THEM OUT AGAIN • WEDGE THEMSELVES INTO AND OUT OF SPACES • EXPLORE ENVIRONMENT; OPEN DRAWERS, LOOK ON SHELVES • THROW OBJECTS	• IMITATE BEHAVIORS WHICH DIFFER SLIGHTLY FROM CHILD'S REPERTOIRE • IMITATE SIMPLE ACTIONS: PUSH CAR, SCRIBBLE	• USE TOOL AFTER DEMONSTRATION • PERFORM ACTION IN ORDER TO PRODUCE RESULT • DETOUR REACHING (REACH AROUND BARRIER TO OBTAIN OBJECT)

DEVELOPMENTAL LEVEL	COGNITIVE FUNCTIONING		
	OBJECT USE		
	EXPLORATION	FUNCTIONAL USE	PROBLEM SOLVING
LEVEL V 12-18 MONTHS	• PICK AND HOLD TWO OBJECTS IN ONE HAND • TRIAL AND ERROR EXPLORATION	• MAKE ACTION SPECIFIC TO AN AN OBJECT E.G., DRINK FROM CUP; COMB HAIR WITH BRUSH • PERFORM SINGLE ACTIONS TO SELF, MAY REPEAT SEVERAL TIMES • IMITATE MORE COMPLEX PLAY; PAT DOLL • PICK UP SMALL ITEMS AND DROP THEM INTO SMALL OPENING OF CONTAINER • BUILD TOWER OF TWO BLOCKS • OPEN SMALL HINGE CONTAINER • PERFORM SERIES OF ACTIONS WITH OBJECTS • FIT TWO SNAP BEADS TOGETHER • CAPABLE OF IMITATION WHEN A SUCCESSFUL IMITATION REQUIRES TRIAL AND ERROR EXPERIMENTATION • BUILD TOWER OF THREE OR FOUR BLOCKS	• USE EXTENSION OF TOY TO BRING TOY WITHIN REACH • INDICATE DESIRE FOR REPEATED ACTIONS WITH TOY BY GESTURING OR REQUESTING ADULT TO PERFORM ACTIONS • TRY TO OBTAIN SMALL OBJECT FROM CONTAINER • TRIAL AND ERROR EXPERIMENTATION • ATTEMPT TO PUT LID ON CONTAINER • DEMONSTRATE TOOL USE • PLACE TOY IN PROXIMITY TO ADULT AND OBSERVE ADULT ACT ON TOY
LEVEL VI 18-24 MONTHS	• TRIAL AND ERROR EXPLORATION	• BUILD TOWER OF SIX TO EIGHT BLOCKS • STRING THREE BEADS ON STRING • SNIP PAPER IN ONE PLACE WITH BLUNT SCISSORS • TURN THICK BOOK PAGES ONE AT A TIME • PERFORM A SEQUENCE OF ACTIONS WITH ONE TOY APPROPRIATELY; FEED, BURP, PUT DOLL TO SLEEP	• ASSOCIATE PARTICULAR ACTION WITH ACTIVATING MECHANICAL TOY • USE SOME FORESIGHT BEFORE ACTING • ATTEND TO SHAPES OF THINGS AND USE APPROPRIATELY • ANTICIPATE DIFFICULTY IN PROBLEM SOLVING AND ADOPT A SUCCESSFUL APPROACH TO IT • ATTEMPT TO ACTIVATE MECHANICAL TOY SPONTANEOUSLY

DEVELOPMENTAL LEVEL	COGNITIVE FUNCTIONING		
	OBJECT USE		
	EXPLORATION	FUNCTIONAL USE	PROBLEM SOLVING
LEVEL VI 18-24 MONTHS		• PERFORM SAME ACT WITH TWO TOYS ON SAME RECIPIENT; DRINK FROM BOTTLE AND FROM CUP • PERFORM ACT WITH A TOY ON TWO DIFFERENT RECIPIENTS; FEED DOLL, THEN FEED ADULT • SHOW AWARENESS OF RELATIONSHIPS BETWEEN OBJECTS ACCORDING TO THEIR SIZE AND SHAPE	
LEVEL VII 24-30 MONTHS	• EXPLORE MATERIALS: BLOCKS: STACK, HAUL; PLAYDOUGH: ROLL, SQUEEZE; BOXES: FILL, EMPTY	• KNOW THE FUNCTION OF FAMILIAR OBJECTS (WHAT DO YOU SLEEP ON?) • SEPARATE ATTACHED POP BEADS • MORE WRIST ACTION TO OPEN DOORS • BUILD WITH BLOCKS: HORIZONTAL AND VERTICAL • IMITATE BLOCK BUILDING	• TAKE SIMPLE TOYS APART AND PUT THEM TOGETHER AGAIN • PLAN ACTIONS IN MIND WITHOUT ACTING THEM OUT • PLACE SIMPLE PUZZLE PIECES INDEPENDENTLY • DEDUCTIVE REASONING BEGINS (IF....THEN) • APPLY PREVIOUS EXPERIENCE TO SOLVING NEW PROBLEMS
LEVEL VIII 30-36 MONTHS	• EXPLORE MATERIALS: BLOCKS: STACK, HAUL; PLAYDOUGH: ROLL, SQUEEZE; BOXES: FILL, EMPTY	• INTEREST IN EXPLANATIONS, ASK WHY, AND HOW • PERFORM MULTI-STEP TASKS (PUT COIN IN SLOT, PULL LEVER, PUSH BUTTON, IN CASH REGISTER) • CUT PAPER FROM ONE SIDE TO THE OPPOSITE • IMITATE BRIDGE BUILDING WITHOUT BASE TOUCHING • IMITATE DRAWING OF A CIRCLE WITHIN ONE HALF-INCH FROM START	

DEVELOPMENTAL LEVEL	COGNITIVE FUNCTIONING		
	OBJECT USE		
	EXPLORATION	FUNCTIONAL USE	PROBLEM SOLVING
LEVEL IX 36-48 MONTHS	• EXPLORE MATERIALS: BLOCKS: STACK, HAUL; PLAYDOUGH: ROLL, SQUEEZE; BOXES: FILL, EMPTY	• UNDERSTAND USE OF OBJECTS (STOVE, CHAIR) • CUT PAPER ENTIRE LENGTH OF LINE • LINK ACTIONS INTO COMPLEX SCRIPTS • MAKE MODELS OF PEOPLE AND OBJECTS FROM THREE DIMENSIONAL MEDIA: CLAY, WOOD, ETC. • IMITATE MOTOR SEQUENCE AS SHOWN • TRACE ON LINE • CUT AT LEAST THREE-FOURTH OF CIRCLE WITHIN ONE-QUARTER INCH OF LINE • LACE TWO LINES OUT OF THREE HOLES SHOE	• BUILD VERTICAL BLOCK STRUCTURES (9 BLOCKS) • PUT GRADUATED SIZES IN ORDER • UNDERSTAND OTHER'S PERSPECTIVE • COMPLETE COLOR PATTERNS • MANIPULATE DIFFICULT WIND-UP TOYS
LEVEL X 48-60 MONTHS	• EXPLORE MATERIALS: BLOCKS: STACK, HAUL; PLAYDOUGH: ROLL, SQUEEZE; BOXES: FILL, EMPTY	• CONNECT DOTS WITH STRAIGHT LINE • CUT SQUARE WITHIN ONE-QUARTER INCH OF LINE • OPEN PADLOCK WITH KEY • COPY A THREE-DIMENSIONAL BLOCK BUILDING • CONSTRUCT COMPLEX STRUCTURES WITH VERTICAL, HORIZONTAL AND SYMMETRICAL LINES	• KNOW WHAT TO DO IN FAMILIAR SITUATIONS • BEGIN TO UNDERSTAND SIMPLE LOGICAL PROBLEMS • PUT TOGETHER COMPLEX PUZZLE • KNOW WHAT TO DO WITH COMMON OBJECTS • INTEGRATE SPATIAL, CAUSE-EFFECT AND REPRESENTATIONAL THINKING INTO PROBLEM SOLVING • COMPLETE MORE THAN ONE-STEP LEARNING TASK • IDENTIFY SOURCES OF COMMON ACTIONS • RELY LESS ON PERCEPTUAL PROBLEM-SOLVING, AND MORE ON BUILDING AN INTEGRATED UNDERSTANDING OF THE RULES GOVERNING HOW THINGS WORK • USE TOOLS ADEPTLY

DEVELOPMENTAL LEVEL	COGNITIVE FUNCTIONING		
	OBJECT USE		
	EXPLORATION	FUNCTIONAL USE	PROBLEM SOLVING
LEVEL X 48-60 MONTHS			• TELL SIMILARITIES AND DIFFERENCES • KNOW WHAT TO DO IN UNFAMILIAR SITUATIONS (FIRE, ETC.) • KNOW WHERE TO GO FOR SERVICES • PREDICT WHAT WILL HAPPEN NEXT

DEVELOPMENTAL LEVEL	COGNITIVE FUNCTIONING		
	DISCRIMINATION/ASSOCIATION/CLASSIFICATION		
	SOCIAL	ACTIONS	OBJECTS
LEVEL I BIRTH TO 3 MONTHS	* DECREASE OR STOP ACTIVITY WHEN APPROACHED BY SOUND * QUIET IN RESPONSE TO FAMILIAR VOICE * ATTEND TO STRANGE VOICES * APPEAR TO LISTEN TO SPEAKER * WATCH SPEAKER'S MOUTH AND LIPS IN RESPONSE TO SPEECH * SENSE DIFFERENCES BETWEEN SELF AND OTHERS * SHOW AWARENESS OF NEW PLACES BY STARTLING AND LOOKING WIDE-EYED * TURN HEAD TO SOUND OF VOICE * RECOGNIZE FAMILIAR PERSONS		* MAKE DIFFERENT RESPONSES TO DIFFERENT OBJECTS (SUCK ON SOME THINGS, REGARD SOME THINGS MORE INTENTLY, SMILE AT SOME OBJECTS MORE READILY THAN OTHERS)
LEVEL II 4-6 MONTHS	* ACTIVELY FRIGHTENED BY STRANGER; CRIES OR PROTESTS * MOVE TOWARD OR LOOK AT FAMILIAR MEMBER WHEN ASKED, " WHERE IS DADDY?" * ANXIOUS OVER SEPARATIONS, PROTEST	* REACT TO CESSATION OF INTERESTING ACTION * MANIPULATE TOYS FOR PHYSICAL EFFECTS BY SHAKING, WAVING, BANGING, RATTLING	* ASSOCIATE SEVERAL FAMILIAR OBJECTS WITH SPECIFIC ACTIONS FOR EACH OBJECT (SHAKE RATTLE, RING BELL)
LEVEL III 6-9 MONTHS	* APPEAR TO LISTEN TO WHOLE CONVERSATIONS * RESPOND TO FAMILIAR WORDS BY CHANGING FACIAL EXPRESSIONS, VOCALIZING OR IMITATING WORD	* ASSOCIATE SOUNDS WITH ACTION OF A TOY (VROOM WHEN PUSHING A CAR	* PLACE UNRELATED OBJECTS ON, OR NEXT TO EACH OTHER PURPOSEFULLY

DEVELOPMENTAL LEVEL	COGNITIVE FUNCTIONING		
	DISCRIMINATION/ASSOCIATION/CLASSIFICATION		
	SOCIAL	ACTIONS	OBJECTS
LEVEL IV 9-12 MONTHS	• RESPOND TO SPEECH WITH INTENSE ATTENTION	• RESPOND TO RHYTHM BY BODY OR HAND MOVEMENTS IN APPROXIMATE TIME AND MUSIC • COMBINE TWO OBJECTS APPROPRIATELY TO DEMONSTRATE A RELATIONSHIP, BUT DOES NOT FOLLOW WITH MOTOR ACTION (TOUCH CUP TO HAND)	• PLACE ONE UNRELATED OBJECT INTO ANOTHER PURPOSEFULLY • PLACE OBJECTS NEAR OR ON EACH OTHER TO INDICATE THEIR RELATIONSHIP (TOUCH SPOON AND MOUTH, COMB TO HAIR)
LEVEL V 12-18 MONTHS	• DISTINGUISH BETWEEN YOU AND ME • RECOGNIZE ABSENCE OF FAMILIAR PERSON	• MANIPULATE AND EXPERIMENT WITH TOYS DURING PLAY	• PLACE SIMILAR OBJECTS TOGETHER IN A GROUP (CHAIR, MEANS SEVERAL TYPES OF CHAIRS) • DISCRIMINATE CIRCLE AND SQUARE ON SHAPE FORM
LEVEL VI 18-24 MONTHS		• IDENTIFY MAJOR BODY PARTS	• PLACE RELATED OBJECTS TOGETHER IN A DISORGANIZED MANNER (PUT DISHES ON TABLE IN NO PARTICULAR ARRANGEMENT) • IDENTIFY MOST COMMON OBJECTS WHEN NAMED • PLACE SQUARE, TRIANGLE AND CIRCLE IN PUZZLE BOARD
LEVEL VII 24-30 MONTHS	• RELATE BEST TO ONE FAMILIAR ADULT	• DEMONSTRATE UNDERSTANDING OF SEVERAL ACTION WORDS BY SELECTING APPROPRIATE PICTURES • POINT TO 3 OR MORE SMALLER BODY PARTS (CHIN, ANKLES, ANKLES) • GROUP OBJECTS BY FUNCTION (SPOON SETS, CAR SETS)	• ORGANIZE OBJECTS BY SHAPE, TEXTURE • DEMONSTRATE AWARENESS OF WHOLE • PLACE RINGS ON STAND IN ANY ORDER • NAME AT LEAST ONE COLOR CORRECTLY
LEVEL VIII 30-36 MONTHS	• RELATE BEST TO ONE FAMILIAR ADULT	• UNDERSTAND WORD CATEGORY ASSOCIATIONS THROUGH FUNCTIONAL IDENTIFICATION ("WHAT DO YOU EAT WITH?") • UNDERSTAND SEVERAL PREPOSITIONS: IN, ON, UNDER, ON TOP OF, IN FRONT OF, BEHIND	• STACK OBJECTS BY SIZE (RINGS, NESTING CUPS) • UNDERSTAND CONCEPT OF ONE • MATCH AND USE ASSOCIATED OBJECTS MEANINGFULLY (CUP, BALL, SAUCER, CHILD PLACES CUP AND SAUCER TOGETHER)

DEVELOPMENTAL LEVEL	COGNITIVE FUNCTIONING		
	DISCRIMINATION/ASSOCIATION/CLASSIFICATION		
	SOCIAL	ACTIONS	OBJECTS
LEVEL VIII 30-36 MONTHS			• MATCH PICTURES • RECOGNIZE AND NAME OR POINT TO PICTURES OF ANY COMMON OBJECT • COUNT AT LEAST TO THREE; SAYING THE NUMBERS IN ORDER • IDENTIFY OWN GENDER • USE CLASS NAMES FOR OBJECTS (FRUITS)
LEVEL IX 36-48 MONTHS	• CHANGE TONE OF VOICE AND SENTENCE STRUCTURE TO MATCH LISTENER'S LEVEL OF UNDERSTANDING • DEMONSTRATE FEARS (VACUUM CLEANER, MECHANICAL TOYS)	• KNOW SOUND ANIMALS MAKE	• PLACE SHAPES IN SHAPE SORTER • SHOW AWARENESS OF SAME AND DIFFERENT • PUT PUZZLE TOGETHER • FIT TOOL IN TOOL BOX • NAME CORRECTLY FOUR COLORS • RECOGNIZE SIMPLE SHAPES • IDENTIFY PEOPLE BY GENDER • ORGANIZE OBJECTS BY ATTRIBUTES (COLOR, SIZE) • UNDERSTAND CONCEPTS: MORE, LESS • ASSIGN ONLY ONE NUMBER TO EACH OBJECT WHEN COUNTING • COUNT TO FIVE • COUNTING ORDER DO NOT CHANGE EVEN WHEN ORDER OF OBJECTS IS MODIFIED

DEVELOPMENTAL LEVEL	COGNITIVE FUNCTIONING		
	DISCRIMINATION/ASSOCIATION/CLASSIFICATION		
	SOCIAL	ACTIONS	OBJECTS
LEVEL X 48-60 MONTHS		• UNDERSTAND SEQUENCE OF EVENTS ("FIRST WE GO TO THE STORE TO BUY INGREDIENTS, THEN WE MAKE A CAKE, AND TOMORROW WE WILL EAT IT.") • IDENTIFY LEFT AND RIGHT	• MAKE BROAD CLASSIFICATIONS (FOODS, ANIMALS) • UNDERSTAND CONCEPT OF ZERO • MAKE FINE SIZE DISTINCTIONS • SERIATE ACCORDING TO SIZE
LEVEL XI 60+ MONTHS			• DEMONSTRATE ONE-TO-ONE CORRESPONDENCE • IDENTIFY MISSING PARTS OF OBJECTS • ASSOCIATE SPOKEN WORDS WITH PICTURES • USE METHOD OF DOUBLE SERIATION (ARRANGE DOLLS IN ORDER FROM SMALLEST TO LARGEST AND MATCHES THEM WITH CORRECT LENGTH WALKING STICK) • IDENTIFY FIRST, SECOND, MIDDLE, AND LAST OBJECTS IN A ROW OF OBJECTS • ASSOCIATE SIMILARITIES AMONG OBJECTS THAT ARE NOT IDENTICAL • CHOOSE A CRITERION FOR GROUPING OBJECTS AND USE IT CONSISTENTLY

DEVELOPMENTAL LEVEL	COGNITIVE FUNCTIONING			
	SYMBOLIC REPRESENTATION			
	MEMORY (OBJECT PERMANENCE)	INTENTIONALITY	DRAWING/ WRITING/ READING	PRETEND
LEVEL I BIRTH TO 3 MONTHS	• NO VISUAL SEARCH FOR VANISHED OBJECTS • GLANCE LINGERS ON THE POINT WHERE A SLOWLY MOVING OBJECT DISAPPEARED FROM SIGHT	• DRAW ATTENTION TO SELF WHEN DISTRESSED OR HUNGRY • SHOW ANTICIPATION AND EXCITEMENT (VOCALIZE, BRIGHTEN FACIAL EXPRESSION) WHEN APPROACHED BY ADULT TO LIFT, FEED, DRESS • PRODUCE SPECIAL CRY TO SIGNIFY HUNGER OR DISCOMFORT • VOCALIZE OCCASIONALLY AS A SIGN OF PLEASURE • LAUGH OR VOCALIZE PLEASURE DURING PLAY WITH AN ADULT		
LEVEL II 4-6 MONTHS	• RECOGNIZE A FAMILIAR PERSON OR OBJECT OR THE BEGINNING OF A FAMILIAR ACTIVITY • VISUALLY SEARCH FOR OBJECTS THAT HAVE DISAPPEARED FROM SIGHT	• STOP OR START CRYING WHEN CAREGIVER HOLDS OR LEAVES • ATTEMPT TO ATTRACT MOTHER'S ATTENTION BY SMILING, VOCALIZING • TAKE INITIATIVE IN VOCALIZING AND BABBLING DIRECTLY AT OTHERS		

DEVELOPMENTAL LEVEL	COGNITIVE FUNCTIONING			
	SYMBOLIC REPRESENTATION			
	MEMORY (OBJECT PERMANENCE)	INTENTIONALITY	DRAWING/ WRITING/ READING	PRETEND
LEVEL III 6-9 MONTHS	• BRIEFLY REMEMBER WHERE AN OBJECT IS • RECOGNIZE AN OBJECT AS THE SAME WHETHER PART OR ALL OF IT IS SEEN • UNCOVER A TOY THAT WAS COVERED UP WHILE CHILD WAS IN THE ACT OF REACHING FOR IT	• USE BODY ACTION TO REQUEST ADULT TO REPEAT AN ACTIVITY (BOUNCE TO ENCOURAGE ADULT TO REPEAT KNEE RIDE) • PLAY SPEECH-GESTURES GAMES LIKE, "PEEK-A-BOO" • REGULARLY STOP ACTIVITY IN RESPONSE TO "NO" • USE SOME APPROPRIATE GESTURES AS SHAKING HEAD FOR "NO", TURNING HEAD AWAY OR MAKING FACES	• SUSTAIN INTEREST FOR UP TO A FULL MINUTE IN LOOKING AT PICTURES, IF THEY ARE NAMED	
LEVEL IV 9-12 MONTHS	• SHOW INTEREST IN HIDDEN SOUND SOURCE (LOOKS FOR HIDDEN CONTENTS OF A CONTAINER WHEN THE CONTENTS ARE RATTLED) • AFTER REPEATEDLY WATCHING AN ITEM HIDDEN UNDER A COVER AND LOCATING IT THERE, CONTINUE TO SEARCH FOR THE OBJECT UNDER THE SAME COVER, EVEN AFTER SEEING IT HIDDEN UNDER A DIFFERENT, SECOND COVER	• PUSH AWAY SOMEONE OR SOMETHING NOT WANTED • USE EXCLAMATION LIKE, "OH-OH" • SAY ONE OR MORE DISTINCT MEANINGFUL WORDS FREQUENTLY ("DADA, BABY") • TEASE, WARN, CONVEY HUMOR • TEASE AND TEST PARENTS' LIMITS • USE GESTURES (REACHING, POSTURING, VISUAL FIXATION) TO MAKE WANTS KNOWN		

DEVELOPMENTAL LEVEL	COGNITIVE FUNCTIONING			
	SYMBOLIC REPRESENTATION			
	MEMORY (OBJECT PERMANENCE)	INTENTIONALITY	DRAWING/ WRITING/ READING	PRETEND
LEVEL V 12-18 MONTHS	• SEARCH FOR AN OBJECT AT WHATEVER PLACE THE OBJECT WAS MOST RECENTLY SEEN TO DISAPPEAR • PLAY HIDE AND SEEK • LOCATE OBJECTS WHERE THEY ARE CUSTOMARILY KEPT	• ATTEMPT TO OBTAIN DESIRED OBJECTS BY USING VOICE IN CONJUNCTION WITH POINTING AND GESTURING • USE SINGLE WORDS SOMETIMES TO COMMUNICATE REQUESTS, POSSESSIONS, ACTION, AND IDENTITY • GREET BY WAVING OR SAYING "HI", "BYE-BYE" • USE TRUE WORDS CONSISTENTLY TO COMMUNICATE REQUESTS, POSSESSIONS, ACTIONS, AND IDENTITY	• IMITATE SCRIBBLING • SUSTAIN INTEREST FOR TWO OR MORE MINUTES IN LOOKING AT PICTURES, IF THEY ARE NAMED	• PERFORM "APPROPRIATE" ACTIONS WITH "SYMBOLIC" TOYS, SUCH AS DOLLS, TRUCKS, TEA SETS
LEVEL VI 18-24 MONTHS	• SYSTEMATICALLY SEARCH A NUMBER OF HIDING PLACES TO LOCATE AN OBJECT THAT CANNOT BE FOUND AT THE PLACE IT DISAPPEARED • FOLLOW SERIES OF UP TO THREE VERY SIMPLE AND RELATED COMMANDS ("FEED BABY, BURP BABY, PUT BABY TO SLEEP) • COMMUNICATE ABOUT OBJECTS AND EVENTS THAT ARE NOT IMMEDIATELY PRESENT • REMEMBER WHERE AN OBJECT WAS LEFT FROM THE END OF A PREVIOUS PLAY SESSION AND LOCATE IT AGAIN	• BEGIN TO USE WORDS MORE THAN GESTURES TO EXPRESS WANTS AND NEEDS • SPONTANEOUSLY WAVE BYE-BYE AS A SENSE OF TERMINATION • PUT TWO WORDS TOGETHER OCCASIONALLY DENOTING TWO CONCEPTS INTO A SENTENCE OR PHRASE ("DADDY GONE", "GO BYE-BYE") • MAY TELL ABOUT EXPERIENCES USING A COMBINATION OF JARGON AND TRUE WORDS • REFER TO SELF BY USING OWN NAME	• IMITATE VERTICAL STROKE, HORIZONTAL LINES, CIRCULAR STROKES • IDENTIFY OBJECTS IN A PHOTOGRAPH	• IMITATE ENVIRONMENTAL SOUNDS DURING PLAY (ANIMALS, MOTORS) • USE NON-RELATED OBJECTS TO SUBSTITUTE FOR REAL OBJECTS IN PLAY (BLOCK = CAR; BANANA = PHONE) • IMAGINARY PLAY INVOLVES REENACTMENT OF REAL LIFE EXPERIENCE (GOING TO SLEEP, EATING) • DRESS UP IN ADULT CLOTHES; PRETEND ADULT ROLE

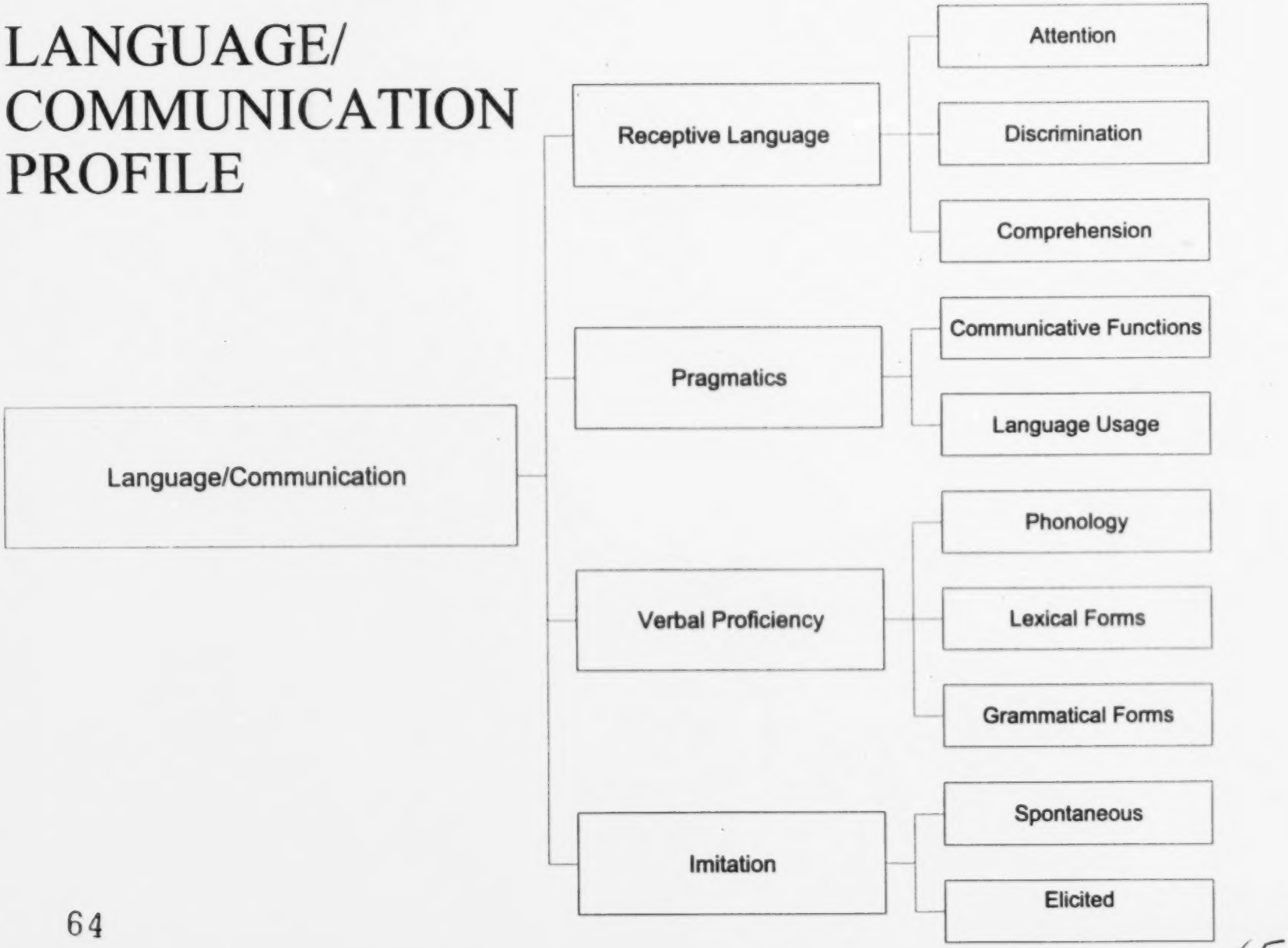
DEVELOPMENTAL LEVEL	COGNITIVE FUNCTIONING			
	SYMBOLIC REPRESENTATION			
	MEMORY (OBJECT PERMANENCE)	INTENTIONALITY	DRAWING/ WRITING/ READING	PRETEND
LEVEL VII 24-30 MONTHS	• RELATE IMMEDIATE EXPERIENCE • RECOGNIZE FAMILIAR ADULTS IN PHOTOGRAPH	• ASK, "WHAT" AND "WHERE" QUESTIONS • TALK ABOUT "TOMORROW" AND "YESTERDAY" • DEVELOP ABILITY TO ANTICIPATE CONSEQUENCES • ANSWER SIMPLE "WHO", "WHAT", AND "WHERE" QUESTIONS ABOUT FAMILIAR PEOPLE OR THINGS		• FOLLOW MOTHER AROUND HOUSE AND COPY DOMESTIC ACTIVITIES IN SIMULTANEOUS PLAY
LEVEL VIII 30-36 MONTHS	• RELATE EXPERIENCE FROM RECENT PAST		• MAY LABEL AND TALK ABOUT OWN DRAWINGS WHEN ASKED • IMITATE CROSS • DRAW LINES, STROKES, AND ARCS SPONTANEOUSLY • MAKE FIRST SPONTANEOUS RECOGNIZABLE FORMS	

DEVELOPMENTAL LEVEL	COGNITIVE FUNCTIONING			
	SYMBOLIC REPRESENTATION			
	MEMORY (OBJECT PERMANENCE)	INTENTIONALITY	DRAWING/ WRITING/ READING	PRETEND
LEVEL IX 36-48 MONTHS	• RECALL FAMILIAR OBJECTS IN THE ENVIRONMENT THAT ARE NOT PRESENT • IMITATE SPECIFIC SEQUENCES OF ACTIONS AND SOUNDS OF PEOPLE AND ANIMALS THEY HAVE SEEN (DRIVING A CAR, RIDING A HORSE) • SHOW INTEREST IN NURSERY RHYMES BY RECITING AT LEAST ONE NURSERY RHYME • SHOW INTEREST IN FINGER PLAY BY REPEATING FINGER PLAY WITH WORDS AND ACTIONS • INTERPRET SENSORY CUES AS REPRESENTING EVENTS, OBJECTS, AND PEOPLE (SIRENS) • REPEAT THREE-NUMBER SEQUENCE • REMEMBER THREE-STEP SEQUENCES (PAT TABLE, TOUCH NOSE AND CLAP HANDS) BY PERFORMING AFTER ADULT DEMONSTRATES THE SEQUENCES • RELATE EXPERIENCES USING SEQUENCE AND CLOSURE	• ASK QUESTIONS ABOUT PERSONS AND THINGS • REFER MORE FREQUENTLY TO THE ACTIVITIES OF OTHERS • ELABORATE AND EXPAND THE PRIOR UTTERANCES OF ANOTHER	• DRAW A CIRCLE • DRAW A FACE OF A PERSON WITH CRUDE DEPICTION OF FACIAL FEATURES • TRACE ON LINE • RECOGNIZE WRITTEN NAME	• USE IMAGINARY (NOT PRESENT) OBJECTS IN PLAY • REPRESENT PEOPLE THEY KNOW THROUGH "ROLE-PLAYING" (MOMMY, DADDY, MAILMAN) • SEQUENCE EVENTS IN PLAY INTO SCENARIO THAT TELLS A STORY • PLAY WITH IMAGINARY CHARACTERS

DEVELOPMENTAL LEVEL	COGNITIVE FUNCTIONING			
	SYMBOLIC REPRESENTATION			
	MEMORY (OBJECT PERMANENCE)	INTENTIONALITY	DRAWING/ WRITING/ READING	PRETEND
LEVEL X 48 MONTHS	• TELL CONTENTS FROM STORY BUT MAY CONFUSE FACTS • SING SHORT SONGS		• DRAW STICK FIGURE • COPY SQUARE, TRIANGLE, DIAMOND • COPY DIAGONAL AND V STROKES • DRAW IDENTIFIABLE OBJECTS WITHOUT MODEL • COPY OWN NAME IN LARGE, IRREGULAR LETTERS • COPY NUMBERS UNEVENLY • BEGIN TO RECOGNIZE LETTERS • TRY TO READ BOOK FROM MEMORY	• DRESS UP AND PRETEND • CONTINUE TO ENGAGE IN DRAMATIC AND DOMESTIC PLAY (HOUSE AND BABY; MOMMY AND DADDY GOING TO WORK)

DEVELOPMENTAL LEVEL	COGNITIVE FUNCTIONING			
	SYMBOLIC REPRESENTATION			
	MEMORY (OBJECT PERMANENCE)	INTENTIONALITY	DRAWING/ WRITING/ READING	PRETEND
LEVEL XI 60 MONTHS+	• RECALL EVENTS FROM A STORY READ ALOUD • ACCURATELY RELATE FAMILIAR STORY		• COPY RECTANGLE • COPY LETTERS AND NUMBERS WITH MORE ACCURACY, BUT WITH MANY ERRORS • COLOR WITHIN THE LINE • DRAW A PERSON WITH AT LEAST EIGHT BODY PARTS (TORSO, EYES, MOUTH, EARS, NOSE, NECK, ARMS, HANDS, FEET, LEG) • PRINT WORD, FORMING ALL LETTERS CORRECTLY • RECALL SINGLE WORDS FROM SINGLE VISUAL PRESENTATION (STOP SIGNS, MCDONALD'S) • ORDER WRITTEN WORD, NUMBERS ONE TO TEN	• ORGANIZE OTHER CHILDREN AND PROPS FOR ROLE-PLAYING • DRAMATIC PLAY

LANGUAGE/ COMMUNICATION PROFILE



DEVELOPMENTAL LEVEL	LANGUAGE /COMMUNICATION			
	RECEPTIVE LANGUAGE (ATTENTION/ DISCRIMINATION/ COMPREHENSION)	**PRAGMATICS** (COMMUNICATIVE FUNCTIONS/ LANGUAGE USAGE)	**VERBAL** (PHONOLOGICAL/ LEXICAL/ GRAMMATICAL FORMS)	**IMITATION** (SPONTANEOUS/ ELICITED)
LEVEL I **BIRTH TO 3 MONTHS**	• DECREASE OR STOP ACTIVITY WHEN APPROACHED BY SOUND • QUIET IN RESPONSE TO FRIENDLY OR FAMILIAR VOICE • PURPOSELY ATTEND TO STRANGE VOICES • APPEAR TO BE LISTENING TO SPEAKER • LOOK DIRECTLY AT SPEAKER'S FACE IN RESPONSE TO SPEECH • FREQUENTLY WATCH SPEAKER'S MOUTH AND LIPS • LOOK AT SPEAKER AND SMILE IN RESPONSE TO VOICE • RESPOND OCCASIONALLY TO SOUNDS OR SPEECH BY VOCALIZING	• PRODUCE A "SPECIAL" CRY TO SIGNIFY HUNGER OR DISCOMFORT • VOCALIZE OCCASIONALLY AS A SIGN OF PLEASURE • LAUGH OR VOCALIZE PLEASURE DURING PLAY WITH AN ADULT • VOCALIZE WHEN AN ADULT SPEAKS • VOCALIZE ATTITUDE	• CRY FREQUENTLY • OCCASIONALLY VOCALIZE OR MAKE SOUNDS OTHER THAN CRYING • PRODUCE VOWEL-LIKE SOUNDS, SIMILAR TO "E", "A", "O" AND "U" • REPEAT THE SAME SYLLABLE WHILE BABBLING OR COOING • OFTEN VOCALIZE (AH, UH, COOS, GURGLES, SIGHS, GRUNTS, SQUEALS, BLOWS BUBBLES) SOUNDS OTHER THAN CRYING • VOCALIZE TWO DISTINCT SYLLABLES OF SAME OR DIFFERENT SOUNDS	

DEVELOPMENTAL LEVEL	LANGUAGE /COMMUNICATION			
	RECEPTIVE LANGUAGE (ATTENTION/ DISCRIMINATION/ COMPREHENSION)	**PRAGMATICS** (COMMUNICATIVE FUNCTIONS/ LANGUAGE USAGE)	**VERBAL** (PHONOLOGICAL/ LEXICAL/ GRAMMATICAL FORMS)	**IMITATION** (SPONTANEOUS/ ELICITED)
LEVEL II **4-6 MONTHS**	• TURN HEAD DELIBERATELY TOWARD THE SOURCE OF VOICE • LOOK ABOUT IN SEARCH OF SPEAKER • LOCALIZE SOURCES OF VOICES WITH ACCURACY • USUALLY STOP BABBLING IN RESPONSE TO VOCAL STIMULATION • RECOGNIZE AND RESPOND TO OWN NAME • USUALLY STOP CRYING WHEN SOMEONE TALKS	• INITIATE VOCALIZING AND BABBLING DIRECTLY AT OTHERS	• REGULARLY REPEAT SERIES OF THE SAME SOUNDS, ESPECIALLY WHEN ALONE • MAY PRODUCE CONSONANTS SUCH AS "K", "G" OR "H" • PLAY AT MAKING SOUNDS AND NOISES WHILE ALONE OR WITH OTHERS • LAUGH OUT LOUD • REPEAT COMBINATIONS OF TWO OR MORE DIFFERENT SOUNDS WHEN BABBLING (A-GA, A-BA, A-DA) • CONSONANTS PRODUCED MAY INCLUDE "B, M, D, N, R, W" • VOCALIZE 3 DIFFERENT VOWEL SOUNDS	• ONLY IMITATE BEHAVIOR THAT THE CHILD CAN SEE OR HEAR HIMSELF PRODUCE (VOCALIZATIONS AND MANUAL GESTURES, BUT NOT FACIAL EXPRESSION)

DEVELOPMENTAL LEVEL	LANGUAGE /COMMUNICATION			
	RECEPTIVE LANGUAGE (ATTENTION/ DISCRIMINATION/ COMPREHENSION)	**PRAGMATICS (COMMUNICATIVE FUNCTIONS/ LANGUAGE USAGE)**	**VERBAL (PHONOLOGICAL/ LEXICAL/ GRAMMATICAL FORMS)**	**IMITATION (SPONTANEOUS/ ELICITED)**
LEVEL III **6-9 MONTHS**	• FREQUENTLY APPEAR TO LISTEN TO WHOLE CONVERSATIONS • RESPOND TO FAMILIAR KNOWN WORDS BY CHANGING FACIAL EXPRESSION, VOCALIZING, OR IMITATING THE WORD • RESPOND WITH VOCALIZATIONS AT LEAST HALF OF THE TIME WHEN CALLED BY NAME • APPEAR TO RECOGNIZE WORDS LIKE "MOMMY", "DADDY" • STOP OR WITHDRAW IN RESPONSE TO, "NO", HALF OF THE TIME • APPEAR TO RECOGNIZE NAMES OF FAMILY MEMBERS • ATTEND TO MUSIC OR SINGING • RESPOND WITH APPROPRIATE GESTURES TO SUCH WORDS AS "COME", "UP", "BYE-BYE" • STOP ACTIVITY WHEN NAME IS CALLED • APPEAR TO UNDERSTAND SIMPLE VERBAL REQUESTS • RECOGNIZE NAMES OF SOME COMMON OBJECTS WHEN THEY ARE NAMED • STOP ACTIVITY REGULARLY IN RESPONSE TO "NO"	• PLAY SPEECH GAMES (PEEK-A-BOO, PAT-A-CAKE) • OCCASIONALLY VOCALIZE ALONG WITH FAMILIAR SONGS OR MUSIC WITHOUT USING TRUE WORDS • USE SOME APPROPRIATE GESTURES SUCH AS SHAKING HEAD FOR "NO", TURNING HEAD AWAY OR MAKING FACES	• REPEAT TWO SYLLABLES SOUNDS SUCH AS DA-DA, MA-MA, BA-BA, NOT NECESSARILY AS A MEANINGFUL WORD • USE 4 OR MORE WELL-DEFINED SYLLABLES SUCH AS ERG, DA, MA, MU, GOO, LA • OCCASIONALLY VOCALIZE IN SENTENCE-LENGTH UTTERANCES WITHOUT USING TRUE WORDS	• OFTEN IMITATE SOUNDS AND NUMBERS OF SYLLABLES HEARD IN SPEECH OF OTHERS

DEVELOPMENTAL LEVEL	LANGUAGE /COMMUNICATION			
	RECEPTIVE LANGUAGE (ATTENTION/ DISCRIMINATION/ COMPREHENSION)	**PRAGMATICS** (COMMUNICATIVE FUNCTIONS/ LANGUAGE USAGE)	**VERBAL** (PHONOLOGICAL/ LEXICAL/ GRAMMATICAL FORMS)	**IMITATION** (SPONTANEOUS/ ELICITED)
LEVEL IV **9-12 MONTHS**	• INTENSE OR PROLONGED ATTENTION AND RESPONSE TO SPEECH • GIVE TOYS OFTEN TO A PARENT UPON REQUEST • LOOK AT OBJECTS THAT MOTHER LOOKS AT • UNDERSTAND SIMPLE COMMANDS OR REQUESTS • FOLLOW SIMPLE COMMANDS • UNDERSTAND SIMPLE QUESTIONS	• USE SOME EXCLAMATIONS LIKE, "OH-OH" • USE GESTURES (REACHING, POSTURING, VISUAL FIXATION) TO MAKE WANTS KNOWN • MAKE APPROPRIATE VERBAL RESPONSES TO SOME REQUESTS (SAY BYE-BYE) • TEASE, WARN, EXCLAIM HUMOR (GIGGLE AS WAIT FOR A TURN IN A TICKLE ROUTINE) • A PARTICULAR WORD REPRESENTS A SPECIFIC ITEM ("BANKIE", REFERS TO CHILD'S BLANKET ONLY)	• OFTEN USE JARGON (SHORT, SENTENCE-LIKE UTTERANCES OF FOUR OR MORE SYLLABLES WITHOUT TRUE WORDS) • VOCALIZE TO TOYS AND PEOPLE THROUGHOUT THE DAY USING LONG VERBAL PATTERNS • FREQUENTLY SAY ONE OR MORE DISTINCT, MEANINGFUL WORDS (BABY, DA-DA, NAME OF PET OR TOY) • USE 3 OR MORE WORDS WITH SOME CONSISTENCY	• INITIATE SPEECH-GESTURES GAMES(PAT-A-CAKE, PEEK-A-BOO) • MAKE RECOGNIZABLE IMITATION OF WORDS CHILD ALREADY KNOWS

DEVELOPMENTAL LEVEL	LANGUAGE /COMMUNICATION			
	RECEPTIVE LANGUAGE (ATTENTION/ DISCRIMINATION/ COMPREHENSION)	**PRAGMATICS** (COMMUNICATIVE FUNCTIONS/ LANGUAGE USAGE)	**VERBAL** (PHONOLOGICAL/ LEXICAL/ GRAMMATICAL FORMS)	**IMITATION** (SPONTANEOUS/ ELICITED)
LEVEL V **12 - 18 MONTHS**	• RESPOND TO REQUESTED INFORMATION (POINT TO NOSE IN RESPONSE TO "WHERE IS YOUR NOSE?") • ACT TO INDICATE THAT THE OTHER PERSON'S UTTERANCE WAS RECEIVED (TURN HEAD AND SMILE AFTER PERSON TALKS) • SHOW SHOES OR OTHER CLOTHING WHEN ASKED • SEEM TO UNDERSTAND THE PSYCHOLOGICAL FEELING AND SHADES OF MEANING OF MOST SPEAKERS • POINT TO TWO FAMILIAR OBJECTS UPON REQUEST • RECOGNIZE AND IDENTIFY MANY OBJECTS OR PICTURES OF OBJECTS WHEN THEY ARE NAMED • RECOGNIZE CLEARLY NAMES OF VARIOUS PARTS OF THE BODY • DEMONSTRATE UNDERSTANDING BY CARRYING OUT VERBAL REQUEST TO SELECT AND BRING SOME FAMILIAR OBJECT FROM ANOTHER ROOM	• ATTEMPT TO OBTAIN DESIRED OBJECTS BY USING VOICE IN CONJUNCTION WITH POINTING AND GESTURING • SOMETIMES USE SINGLE WORDS TO COMMUNICATE REQUESTS, POSSESSION, ACTION, AND IDENTITY • COMMAND ANOTHER TO CARRY OUT AN ACTION (PUT ADULT'S HAND ON JAR WHILE LOOKING AT ADULT) • COMMAND ANOTHER TO CEASE AN UNDESIRED ACTION (PUSH HAND AWAY WHEN AN UNDESIRED FOOD IS OFFERED) • DIRECT ANOTHER'S ATTENTION TO AN OBJECT (HOLD UP TOY CAR TOWARD ADULT AND SMILE WHILE LOOKING AT ADULT) • COMMUNICATE SALUTATION AND OFFER CONVERSATIONAL RITUALS (HI, BYE, PLEASE, THANK YOU) AND WAVES HAND FOR "BYE" AS MOM LEAVES • CONSISTENTLY USE TRUE WORDS TO COMMUNICATE REQUESTS, POSSESSION, ACTION AND IDENTITY • CALL LISTENER TO THE MOVEMENT OF SOME OBJECT OR ACTIONS OF OTHERS (LAUGH AND LOOK AT ADULT WHILE ADULT MAKES FACES)	• JABBER, IMITATING CONVERSATIONAL SOUNDS OF ADULTS, NOT NECESSARILY MEANINGFUL WORDS • USE SOME TRUE WORDS IN JARGON UTTERANCES • FREQUENTLY USE CONSONANTS IN VOCALIZATIONS LIKE, "T, D, W, N, H" • COMMUNICATION ACCOMPLISHED BY USING GESTURES, VOCALIZATIONS, AND TRUE WORDS • USE CONSISTENTLY 7 OR MORE TRUE WORDS • EVIDENCE A CONTINUAL, BUT GRADUAL INCREASE IN SPEAKING VOCABULARY	• VOCALIZE AS IMITATIVE RESPONSE TO NEW WORDS • IMITATE SOME NEW WORDS • OCCASIONALLY REPEAT WORDS OVERHEARD IN CONVERSATION • JABBER BY IMITATING CONVERSATIONAL SOUNDS OF ADULTS BUT NOT NECESSARILY MEANINGFUL WORDS • IMITATE WORDS ALREADY IN VOCABULARY • IMITATE NEW WORDS • TRY TO IMITATE FACIAL EXPRESSION

DEVELOPMENTAL LEVEL	LANGUAGE /COMMUNICATION			
	RECEPTIVE LANGUAGE (ATTENTION/ DISCRIMINATION/ COMPREHENSION)	**PRAGMATICS** (COMMUNICATIVE FUNCTIONS/ LANGUAGE USAGE)	**VERBAL** (PHONOLOGICAL/ LEXICAL/ GRAMMATICAL FORMS)	**IMITATION** (SPONTANEOUS/ ELICITED)
LEVEL VI **18 - 24 MONTHS**	• POINT TO SEVERAL PARTS OF THE BODY AND VARIOUS ITEMS OF CLOTHING UPON REQUEST • DEMONSTRATE UNDERSTANDING BY APPROPRIATE RESPONSES TO ACTION WORDS ("COME HERE") • DEMONSTRATE UNDERSTANDING OF DISTINCTIONS IN PERSONAL PRONOUNS ("GIVE IT TO HER", "BRING IT TO ME") • COMPREHEND ACTION WORDS • FOLLOW SIMPLE ONE-STEP COMMANDS • COMPREHEND SIMPLE QUESTIONS AND CARRY OUT TWO CONSECUTIVE DIRECTIONS WITH BALL OR OTHER TOY • RECOGNIZE AND IDENTIFY ALMOST ALL COMMON OBJECTS AND PICTURES WHEN THEY ARE NAMED • FOLLOW SERIES OF 2 OR 3 VERY SIMPLE, BUT RELATED COMMANDS (FEED DOLL, BURP DOLL, AND PUT DOLL TO SLEEP) • RECOGNIZE NEW WORDS DAILY AT AN EVER INCREASING RATE	• BEGIN TO USE WORDS MORE THAN GESTURES TO EXPRESS WANTS AND NEEDS • SPONTANEOUSLY WAVES BYE-BYE AS A SENSE OF TERMINATION • ATTEMPT TO TELL ABOUT EXPERIENCES BY USING A COMBINATION OF JARGON AND SOME TRUE WORDS • COMMUNICATE ABOUT OBJECTS AND EVENTS THAT ARE NOT IMMEDIATELY PRESENT • MAY TELL ABOUT EXPERIENCES USING A COMBINATION OF JARGON AND SOME TRUE WORDS • REFER TO SELF BY USING OWN NAME • A WORD REPRESENTS VARIOUS KINDS OF OBJECTS ("CHAIR" MEANS SEVERAL TYPES OF CHAIRS)	• SPONTANEOUSLY USE 10-20 WORDS • OCCASIONALLY PUT TWO WORDS DENOTING TWO CONCEPTS INTO A SENTENCE OR PHRASE ("DADDY GONE, BABY EAT, BALL GO") • USE MORE AND MORE NEW WORDS EACH WEEK • OCCASIONALLY USE THREE WORD SENTENCES ("THERE IT IS") • BEGIN TO USE SOME PRONOUNS, BUT MAKE MISTAKES IN SYNTAX • PRODUCE UP TO 21 DIFFERENT CONSONANT AND VOWEL SOUNDS • SINGLE WORDS OR PHRASES CONVEY COMPLEX RELATIONAL MEANINGS ("ALL GONE" MARKS DISAPPEARANCE OF AN OBJECT; "UP" IMPLIES TO BE PICKED UP; "MINE" IS ASSOCIATED WITH POSSESSION) • WILL PRODUCE UP TO 25 DIFFERENT PHONEMES • BEGIN TO USE PRESENT PROGRESSIVE-ING (MOMMY DRIVING) • SAY, "NO!" TO ADULT REQUEST	• IMITATE ENVIRONMENTAL SOUNDS (ANIMALS, MOTORS) DURING PLAY • IMITATE SOME TWO AND THREE WORD SENTENCES • REPEAT WORDS • JARGON AND ECHOLALIA ARE PRESENT

DEVELOPMENTAL LEVEL	LANGUAGE /COMMUNICATION			
	RECEPTIVE LANGUAGE (ATTENTION/ DISCRIMINATION/ COMPREHENSION)	**PRAGMATICS** (COMMUNICATIVE FUNCTIONS/ LANGUAGE USAGE)	**VERBAL** (PHONOLOGICAL/ LEXICAL/ GRAMMATICAL FORMS)	**IMITATION** (SPONTANEOUS/ ELICITED)
LEVEL VII **24-30 MONTHS**	• UNDERSTAND NEGATIVES (NO, NOT, CAN'T, DON'T) • UNDERSTAND QUESTION FORMS OF WHAT AND WHERE • UNDERSTAND SIMPLE POSSESSIVE FORMS (DADDY'S SHIRT) • UNDERSTAND COMPLEX SENTENCES (WHEN WE GET TO THE STORE, I'LL BUY YOU ICE CREAM) • POINT TO SMALLER PARTS OF THE BODY WHEN ASKED (CHIN, ELBOW) • RECOGNIZE AND IDENTIFY GENERAL FAMILY NAMES, CATEGORIES (GRANDMA, UNCLE) • UNDERSTAND COMMON VERBS • UNDERSTAND COMMON ADJECTIVES • RECOGNIZE THE NAMES AND PICTURES OF MOST COMMON OBJECTS • UNDERSTAND WORD ASSOCIATION THROUGH FUNCTIONAL ASSOCIATION ("WHAT DO YOU DRINK WITH?") • UNDERSTAND SIZE DIFFERENCES ("LITTLE DOLL", "LARGE DOG")	• COMMUNICATE ABOUT THE ACTIONS OF OTHERS • ANSWER SIMPLE QUESTIONS APPROPRIATELY • ASK INCREASING NUMBERS OF QUESTIONS (WHERE, WHO) • FORMULATE NEGATIVE JUDGEMENTS ("SPOON, NOT A FORK") • ASK FOR HELP WITH PERSONAL NEEDS • NAME AT LEAST ONE COLOR CORRECTLY • REFER TO SELF BY USING PRONOUN (I, ME, MY) RATHER THAN PROPER NAME • ANSWER SIMPLE "WHO", "WHAT", "WHERE" QUESTIONS ABOUT FAMILIAR PEOPLE OR THINGS • ADD INFORMATION TO THE PRIOR UTTERANCE OF A COMMUNICATION PARTNER	• USUALLY SPEAK IN TWO OR THREE-WORD SENTENCES • OFTEN USES PERSONAL PRONOUNS (I, YOU, HE, IT, ME) CORRECTLY • ASK WHAT AND WHERE QUESTIONS • USE TWO-WORD PHRASE • USE NOUNS TO LABEL OBJECTS • USE TWO DIFFERENT PRONOUNS • USE TWO-TERM SEMANTIC RELATIONS THAT CODE RELATIONAL MEANING (NOUN + ATTRIBUTE, AGENT + ACTION, AGENT + OBJECT, ACTION + LOCATIVE) • USE REGULAR PLURALS (CATS, DOGS, BALLS) • USE MORPHEMES: IN AND ON • CORRECTLY PRODUCE PHONEMES: -S, D, -D, -K, F, -F, -NG, Y • SAY, "NO!" TO ADULT REQUEST • CONCEPT, "MINE" TO DENOTE POSSESSIVENESS	• RECITE PORTIONS OF NURSERY RHYMES • REPEAT ADULTS' PHRASES • JARGON AND ECHOLALIA ARE ALMOST GONE

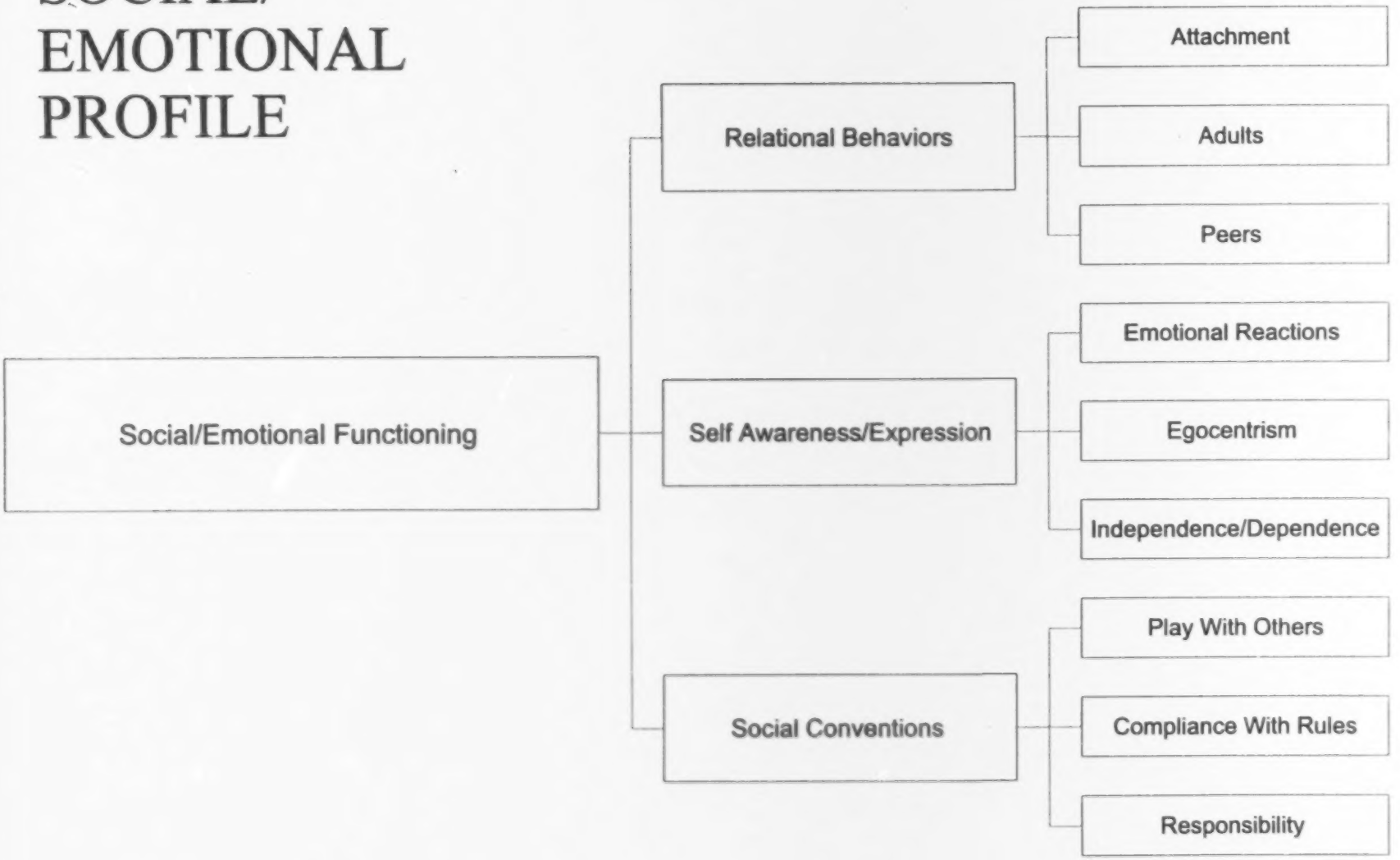
DEVELOPMENTAL LEVEL	LANGUAGE /COMMUNICATION			
	RECEPTIVE LANGUAGE (ATTENTION/ DISCRIMINATION/ COMPREHENSION)	**PRAGMATICS (COMMUNICATIVE FUNCTIONS/ LANGUAGE USAGE)**	**VERBAL (PHONOLOGICAL/ LEXICAL/ GRAMMATICAL FORMS)**	**IMITATION (SPONTANEOUS/ ELICITED)**
LEVEL VIII **30-36 MONTHS**	• UNDERSTAND ALL COMMON VERBS • UNDERSTAND MOST COMMON ADJECTIVES • SHOW INTEREST IN EXPLANATIONS OF "WHY" THINGS ARE AND "HOW" THEY FUNCTION • CARRY OUT THREE SIMPLE COMMANDS GIVEN IN ONE LONG UTTERANCE • UNDERSTAND PREPOSITIONS: UNDER, IN FRONT, BEHIND • UNDERSTAND CONCEPT OF ONE	• TELL GENDER WHEN ASKED • MAY LABEL AND TALK ABOUT OWN DRAWINGS WHEN ASKED • GIVE FIRST AND LAST NAME WHEN ASKED • REGULARLY RELATE EXPERIENCE FROM RECENT PAST	• USE SEVERAL VERB FORMS CORRECTLY IN RELATING WHAT IS GOING ON IN ACTION PICTURES • MAKE NEGATIVE STATEMENT (CAN'T OPEN IT) • USE NOUN PHRASE WITH ARTICLE (THE DOG BARKS) • BEGIN TO USE CONTRACTIONS (CAN'T, WE'LL, WON'T) • USE SOME PLURAL FORMS CORRECTLY IN SPEECH • USE TWO WORD PHRASES • BEGIN TO USE AUXILIARY VERBS (I HAFTA SLEEP, ME GONNA PLAY) • USE THE PRESENT PROGRESSIVE ADDING "ING" TO VERBS • USE THE PAST TENSE • USE PREPOSITIONS (ON, IN, UNDER, BEHIND) • USE SIMPLE POSSESSIVES (DOGGIES'S TAIL, DADDY'S SHIRT) • USE FOUR TO SIX-WORD PHRASES • USE VERB FORMS CORRECTLY (HE WALKS, SHE WALKED, I WALKED) • CORRECTLY PRODUCED PHONEMES: -T, -R, -B, W,-IR • USE CONTRACTIBLE AUXILIARY (MOMMY'S EATING AN APPLE)	• SPONTANEOUS IMITATION DECREASES

DEVELOPMENTAL LEVEL	LANGUAGE /COMMUNICATION			
	RECEPTIVE LANGUAGE (ATTENTION/ DISCRIMINATION/ COMPREHENSION)	**PRAGMATICS (COMMUNICATIVE FUNCTIONS/ LANGUAGE USAGE)**	**VERBAL (PHONOLOGICAL/ LEXICAL/ GRAMMATICAL FORMS)**	**IMITATION (SPONTANEOUS/ ELICITED)**
LEVEL IX **36-48 MONTHS**	• FOLLOW 3 STEP COMMANDS GIVEN IN A COMPLEX SENTENCE • COMPREHEND CONGRUENT AND INCONGRUENT TASKS ("CAN YOU SIT DOWN AND STAND UP AT THE SAME TIME?") • UNDERSTAND TEMPORAL TERMS: BEFORE AND AFTER • UNDERSTAND PREPOSITIONS IN TEMPORAL EXPRESSIONS (IN A WEEK) • UNDERSTAND CONCEPT OF MORE	• REFER MORE FREQUENTLY TO THE ACTIVITIES OF OTHERS • REFER MORE FREQUENTLY TO OBJECTS AND EVENTS REMOVED IN TIME • CHANGES TONE OF VOICE AND SENTENCE STRUCTURE TO LISTENER'S LEVEL OF UNDERSTANDING • USE SOME ALTERNATIVE FORMS THAT TAKE CONTEXT DIFFERENCES INTO ACCOUNT (SPEAKER/HEARER PRONOUN DISTINCTIONS, ARTICLES AND ELLIPSIS BASED ON SHARED INFORMATION) • ELABORATE AND EXPAND OTHER'S UTTERANCES • ASK QUESTIONS ABOUT PERSONS AND THINGS • VERBALIZE OPPOSITE ANALOGIES • COMPLETES SIMPLE ANALOGIES (WE EAT WITH A SPOON, WE SLEEP ON A ___)	• AVERAGE SENTENCE LENGTH IS FOUR WORDS • USE NEGATIVE PHRASE OTHER THAN NO (DON'T DO THAT) • NAME FOUR COLORS • USE IRREGULAR PLURALS (SHEEP, LEAVES) • USE PREPOSITIONS IN PHRASES (THE BOX IS BEHIND THE SOFA) • USE POSSESSIVE PRONOUNS (HIS, HERS, THEIRS) • CORRECTLY PRODUCED PHONEMES: S, -L, -G, ER • BEGIN TO USE THE ARTICLES THE AND A • RESPOND CORRECTLY TO QUESTIONS (WHO, WHAT WHERE WHEN) • ADVERBS EMERGING (SOFTLY) • USE "S" TO MAKE PLURAL NOUNS • USE "ED" ON VERBS TO INCLUDE PAST TENSE • USE SIX WORDS SENTENCES • CONSISTENTLY USE COMPLETE SENTENCES • BEGIN TO USE PAST TENSE • USE IMPERATIVES (DO IT!)	• REPEAT SENTENCES OF FIVE-SIX SYLLABLES • REPEAT SENTENCES OF SEVEN-EIGHT SYLLABLES • REPEAT AT LEAST ONE NURSERY RHYME AND CAN SING A SONG

DEVELOPMENTAL LEVEL	LANGUAGE /COMMUNICATION			
	RECEPTIVE LANGUAGE (ATTENTION/ DISCRIMINATION/ COMPREHENSION)	**PRAGMATICS** (COMMUNICATIVE FUNCTIONS/ LANGUAGE USAGE)	**VERBAL** (PHONOLOGICAL/ LEXICAL/ GRAMMATICAL FORMS)	**IMITATION** (SPONTANEOUS/ ELICITED)
LEVEL IX **36-48 MONTHS**			• ASK QUESTIONS (WHO, WHY AND HOW) • USE VERB FORMS CORRECTLY • USE ADJECTIVES (BIG, SMALL, LOUD, GOOD) • USE FUTURE TENSE (GOING TO) • CORRECTLY PRODUCED PHONEMES: -F, L-, BL-, R-, BR-, TR-,-V	
LEVEL X **48-60 MONTHS**	• UNDERSTAND PASSIVE SENTENCES (THE BALL WAS KICKED BY THE BOY) • UNDERSTAND PAST AND FUTURE TENSES OF THE VERB "TO BE" • UNDERSTAND IRREGULAR PLURAL FORMS (SHEEP, LEAVES)	• ABSTRACT/LOGICAL THINKING BECOMING MORE ADVANCED (UNDERSTAND OPPOSITES AND SIMPLE ANALOGIES) • ASK MEANING OF ABSTRACT WORDS	• USE COMPOND SENTENCES BY CONNECTING TWO SENTENCES WITH "AND" OR "OR" • USE CONTRACTIONS (CAN'T, WON'T, WE'LL) • USE COMPLETE AND CORRECT SENTENCES • DISCRIMINATES BETWEEN REAL AND NONSENSE WORDS • OCCASIONALLY USES SIX-EIGHT WORD SENTENCES • AVERAGE SENTENCE LENGTH IS FIVE WORDS • USE "COULD" AND "WOULD" • USE TRANSITIVE VERBS (HOPE, THINK, KNOW, TELL, GUESS) IN SIMPLE SENTENCES (I THINK I CAN DO IT) • USE IRREGULAR PAST TENSE OF VERBS (RAN, LEFT)	• REPEAT SENTENCES OF NINE-TEN SYLLABLES

DEVELOPMENTAL LEVEL	LANGUAGE /COMMUNICATION			
	RECEPTIVE LANGUAGE (ATTENTION/ DISCRIMINATION/ COMPREHENSION)	PRAGMATICS (COMMUNICATIVE FUNCTIONS/ LANGUAGE USAGE)	VERBAL (PHONOLOGICAL/ LEXICAL/ GRAMMATICAL FORMS)	IMITATION (SPONTANEOUS/ ELICITED)
LEVEL XI 60+ MONTHS			• ANSWER "WHY" QUESTIONS WITH "BECAUSE" RESPONSE • USE DEPENDENT CLAUSE (THE COW JUMPED OVER THE MOON) • USE REGULAR COMPARATIVE FORMS (BIGGEST, LONGEST) • SOME ERROR WITH IRREGULAR MORPHEMES, REFLEXIVE PRONOUNS AND COMPARATIVE ADJECTIVES • OVERGENERALIZATIONS PRESENT, APPLY REGULAR SYNTACTIC RULES WHEN NOT APPROPRIATE (RUNNED, SITTED) • USE AT LEAST TWO DIFFERENT FORMS OF THE FUTURE TENSE	

SOCIAL/ EMOTIONAL PROFILE



DEVELOPMENTAL LEVEL	SOCIAL/EMOTIONAL FUNCTIONING		
	RELATIONAL BEHAVIORS (ATTACHMENT/ ADULTS/PEERS)	SELF AWARENESS/ EXPRESSION (EMOTIONAL REACTIONS/ EGOCENTRISM/INDEPEN-DENCE/DEPENDENCE)	SOCIAL CONVENTIONS (PLAY WITH OTHERS/COMPLIANCE WITH RULES/ RESPONSIBILITY)
LEVEL I BIRTH TO 3 MONTHS	• REGARD PERSON MOMENTARILY IN RESPONSE TO SPEECH OR MOVEMENT • MAKE DEFINITE RESPONSE (TURN HEAD, CHANGE FACIAL EXPRESSION, INCREASE/ DECREASE ACTIVITY) TO SPEAKING OUT OF VISUAL RANGE • FACE TO FACE INTERACTIONS • DRAW ATTENTION TO SELF WHEN DISTRESSED OR HUNGRY • FIX EYE ON ADULT FACE IN RESPONSE TO SMILING OR TALKING • SMILE, LAUGH IN RESPONSE TO ADULT SPEECH, SMILE, TOUCH • SHOW ANTICIPATION AND EXCITEMENT (VOCALIZE, BRIGHTEN FACIAL EXPRESSION) WHEN APPROACHED BY ADULT TO LIFT, FEED, DRESS • VISUALLY RECOGNIZE CAREGIVER • REACT TO DISAPPEARANCE OF FACE • QUIET WHEN PICKED UP	• QUIET SELF WITH SUCKING • ENJOY BEING HELD AND ROCKED • UNABLE TO DISCRIMINATE EXPRESSIONS OF OTHERS	• EXPLORE TOYS WITH MOUTH/TONGUE FOR SENSORY PLEASURE • APPROACH MIRROR IMAGE

DEVELOPMENTAL LEVEL	SOCIAL/EMOTIONAL FUNCTIONING		
	RELATIONAL BEHAVIORS (ATTACHMENT/ ADULTS/PEERS)	SELF AWARENESS/ EXPRESSION (EMOTIONAL REACTIONS/ EGOCENTRISM/INDEPEN-DENCE/DEPENDENCE)	SOCIAL CONVENTIONS (PLAY WITH OTHERS/COMPLIANCE WITH RULES/ RESPONSIBILITY)
LEVEL II 4-6 MONTHS	• FACE TO FACE INTERACTIONS • VOCALIZE WHEN ADULT SMILES • CRY DIFFERENTLY TO OTHERS. MAY START OR STOP CRYING ACCORDING TO WHO HOLDS OR LEAVES • ATTEMPT TO ATTRACT MOTHERS' ATTENTION BY SMILING, VOCALIZING • SHOW AWARENESS OF STRANGE, NEW PLACES BY STARTLING, LOOKING WIDE-EYED • SOCIALIZE, RESPOND WELL TO ANY COMFORTABLE PERSON • ENJOY SOCIAL PLAY, SWING, SONG, TICKLING, VOCAL GAMES • LAUGH IN PLAY • EXPLORE ADULT FACE BY TOUCH, TASTE, LOOK • RESPOND TO OWN NAME • REACH FOR FAMILIAR PERSON	• VOCALIZE ATTITUDE • UNABLE TO DISCRIMINATE EXPRESSIONS OF OTHERS • UNAWARE OF DIFFERENTIATION BETWEEN SELF AND OTHERS	• BEGIN TO BANG TOYS TOGETHER • SMILE AT MIRROR IMAGE • RESPOND PLAYFULLY TO MIRROR IMAGE

DEVELOPMENTAL LEVEL	SOCIAL/EMOTIONAL FUNCTIONING		
	RELATIONAL BEHAVIORS (ATTACHMENT/ ADULTS/PEERS)	SELF AWARENESS/ EXPRESSION (EMOTIONAL REACTIONS/ EGOCENTRISM/INDEPEN-DENCE/DEPENDENCE)	SOCIAL CONVENTIONS (PLAY WITH OTHERS/COMPLIANCE WITH RULES/ RESPONSIBILITY)
LEVEL III 6-9 MONTHS	• ACTIVELY FRIGHTENED BY STRANGER; CRY OR PROTEST, REJECT BEING HANDLED BY STRANGER • PREFER PLAY WITH PEOPLE RATHER THAN TOYS (PEEK-A-BOO, PAT-A-CAKE) • COPY GESTURE AS WAVING, NODDING HEAD • RESPOND BY RAISING ARMS WHEN MOTHER REACHES TOWARD CHILD AND SAYS, "COME UP" • MOVE TOWARD OR LOOK AT FAMILIAR MEMBER WHEN NAMED ("WHERE IS MOMMY?") • BEGIN TO INITIATE SOCIAL GAMES • SHOW INTEREST IN CHILDREN OR PEERS OTHER THAN SIBLINGS	• ANXIOUS OVER SEPARATION. WHEN SEPARATED FROM MOTHER MAY PROTEST, CRY • MAY RESIST REQUESTS OR PRESSURE TO DO THINGS SUCH AS EAT, WASH FACE, DRESS • INDEPENDENT PLAY 10-20 MINUTES • BEGIN TO HAVE INTEREST IN OBJECTS AND EVENTS EXTERNAL TO SELF	• ENJOY BANGING OBJECTS TOGETHER • FLING TOYS IN PLAY • PLAYFUL RESPONSE TO MIRROR • MANIPULATE TOYS FOR SENSORY EFFECTS • COOPERATE IN SOCIAL GAMES (PEEK-A-BOO)

DEVELOPMENTAL LEVEL	SOCIAL/EMOTIONAL FUNCTIONING		
	RELATIONAL BEHAVIORS (ATTACHMENT/ ADULTS/PEERS)	SELF AWARENESS/ EXPRESSION (EMOTIONAL REACTIONS/ EGOCENTRISM/INDEPEN-DENCE/DEPENDENCE)	SOCIAL CONVENTIONS (PLAY WITH OTHERS/COMPLIANCE WITH RULES/ RESPONSIBILITY)
LEVEL IV 9-12 MONTHS	• SENSITIVE TO OTHER CHILDREN; CRY IF THEY CRY • EXTEND TOY TO SHOW, BUT DO NOT RELEASE IT WILLINGLY • ACT TO GAIN ATTENTION • EXTEND ATTACHMENT FOR PRIMARY CAREGIVERS TO OTHERS	• PROTECT SELF AND POSSESSIONS, MAY FIGHT FOR DISPUTED TOY • ASSERT SELF MORE WITH SIBLINGS • REFUSE FORCEFUL TEACHING, REMOVAL OF TOYS, PROTEST END OF PLAY • SHOW MOODS (HURT, SAD, HAPPY, ANGRY, UNCOMFORTABLE) • TEASE, WARN, ALARM, EXCLAIM OR CONVEY HUMOR (GIGGLE AS WAIT TURN IN A TICKLE ROUTINE)	• ENJOY BANGING OBJECTS TOGETHER • FLING TOYS IN PLAY • MANIPULATE TOYS FOR SENSORY EFFECTS (WAVE, TURN, SPIN,) • PAT TOY IN IMITATION • RESPOND TO RHYTHMIC MUSIC BY BODY OR HAND MOVEMENTS IN APPROXIMATE TIME TO MUSIC

DEVELOPMENTAL LEVEL	SOCIAL/EMOTIONAL FUNCTIONING		
	RELATIONAL BEHAVIORS (ATTACHMENT/ ADULTS/PEERS)	SELF AWARENESS/ EXPRESSION (EMOTIONAL REACTIONS/ EGOCENTRISM/INDEPEN-DENCE/DEPENDENCE)	SOCIAL CONVENTIONS (PLAY WITH OTHERS/COMPLIANCE WITH RULES/ RESPONSIBILITY)
LEVEL V 12 - 18 MONTHS	• BEGIN TO SEE CERTAIN SITUATIONS AS SILLY, LAUGH AT • DISTINGUISH BETWEEN "YOU" AND "ME" • REPEAT PERFORMANCE WHEN LAUGHED AT • LAUGH WHEN CHASED • RECOGNIZE ABSENCE OF FAMILIAR PERSONS, MAY LOOK ABOUT FOR THEM • USE VOCAL APPROXIMATION FOR "THANK YOU" • ENJOY "ROUGHHOUSING" • SHOW OR OFFER TOY • INITIATE MOTOR OR VOCAL ACT TO ADULT, OBSERVE ADULT'S REACTION, THEN IMITATE ADULT OR RESPOND APPROPRIATELY TO KEEP CONVERSATIONAL ACT GOING • LIKE BEING READ TO	• DEMONSTRATE AFFECTION WITH PARENTS • HIT WHEN ANGRY • TEASE AND TEST PARENT'S LIMITS • ACT IMPULSIVELY, DO NOT UNDERSTAND AND RECOGNIZE RULES OF BEHAVIOR • RESISTANT TO CHANGES IN ROUTINE • "DO IT MYSELF" DESIRE INTENSIFIED	• FLING TOYS IN PLAY • PERFORM USEFUL ERRANDS, SUCH AS BRINGING NAMED OBJECTS • CAN NOT BE REACHED BY VERBAL DISCIPLINE (WORDS MEAN TOO LITTLE) • CAN PLAY A SIMPLE GAME OF BALL, GRASPING IT AND LETTING GO • LISTEN TO MUSIC AND DANCE TO THE RHYTHM OF IT • PLAY WITH SEVERAL SMALL TOYS, PICKING THEM UP AND DROPPING ONE-BY-ONE • PLAY ACTIVE CHASE GAMES • ENGAGE IN SOLITARY PLAY • PLAY WITH MATERIAL BUT DISCARDS AND LOSES INTEREST AFTER BRIEF TIME • MANIPULATIVE PLAY IS FULL OF EXPERIMENTATION • CARRY OR HUG TOYS SUCH AS A DOLL OR TEDDY BEAR • PLAY AND EXPERIMENT WITH SERIATION (NESTING TOYS, RINGS, ETC.) • PLAY HIDE AND SEEK • COPY HOUSEHOLD ACTIVITIES

DEVELOPMENTAL LEVEL	SOCIAL/EMOTIONAL FUNCTIONING		
	RELATIONAL BEHAVIORS (ATTACHMENT/ ADULTS/PEERS)	SELF AWARENESS/ EXPRESSION (EMOTIONAL REACTIONS/ EGOCENTRISM/INDEPEN-DENCE/DEPENDENCE)	SOCIAL CONVENTIONS (PLAY WITH OTHERS/COMPLIANCE WITH RULES/ RESPONSIBILITY)
LEVEL VI 18-24 MONTHS	* LIKE CUDDLING * ENGAGE IN SOLITARY PLAY, BACK TO BACK WITH OTHER CHILDREN * SPEND MOST GROUP TIME IN SOLITARY PLAY WATCHING OTHER CHILDREN * PLAY CONTENTEDLY ALONE IF ADULT IS NEAR * ENGAGE IN PARALLEL PLAY; PLAY ALONGSIDE OTHER CHILDREN, DO NOT PLAY INTERACTIVELY * SHOW DESIRE TO PLEASE CAREGIVER * TEND TO STAY NEAR MOTHER AND MAKE REGULAR CONTACT WITH HER (ASK FOR HELP, SEEK APPROVAL) * SHARE ATTENTION WITH ANOTHER REGARDING SOME EVENT OR OBJECT * COMFORT OTHERS	* MAY HOARD OR HIDE ALL PLAYTHINGS * DO NOT SHARE WILLINGLY (TOYS, FOOD, ETC.) * ORDER, FIGHT, RESIST * LIKE CUDDLING * CONCEPT OF "I" EMERGE (I WANNA...) * CONCEPT OF POSSESSIVENESS BEGIN (MINE) * STRONG SENSE OF SELF AS AN INDIVIDUAL EMERGE (SAY "NO!", TO ADULT REQUESTS) * DEVELOP ABILITY TO REACT TO THE AFFECTIVE QUALITY OF A FACIAL EXPRESSION * SOCIAL REFERENCING EMERGE (SEEK AFFECTIVE INFORMATION FROM CAREGIVER)	* BEGIN TO COMPLY WITH REQUESTS * ENJOY PILING UP OBJECTS AND KNOCKING THEM DOWN * FREQUENTLY WALK AROUND AN AREA PULLING AND PUSHING TOYS * UNDERSTAND SYMBOLIC PLAY; USE ONE OBJECT AS IF IT WERE ANOTHER * UNDERSTAND SYMBOLIC PLAY (HOLD PLAY PHONE UP TO EAR OF DOLL) * SWING ON SWING * IMAGINARY PLAY INVOLVE PRETEND ACTIONS (GOING TO SLEEP) * DRESS UP IN ADULT CLOTHES (PRETEND ADULT ROLE) * PLAY TAG * PREFER ACTION TOYS, LIKE TO TAKE THINGS APART AND PUT BACK TOGETHER, ONE OBJECT INSIDE ANOTHER

DEVELOPMENTAL LEVEL	SOCIAL/EMOTIONAL FUNCTIONING		
	RELATIONAL BEHAVIORS (ATTACHMENT/ ADULTS/PEERS)	SELF AWARENESS/ EXPRESSION (EMOTIONAL REACTIONS/ EGOCENTRISM/INDEPEN-DENCE/DEPENDENCE)	SOCIAL CONVENTIONS (PLAY WITH OTHERS/COMPLIANCE WITH RULES/ RESPONSIBILITY)
LEVEL VII 24-30 MONTHS	• RELATE BEST TO ONE FAMILIAR ADULT AT A TIME • SHY WITH STRANGERS • DIFFICULTY SHARING WITH PEERS	• FOLLOW MOTHER AROUND HOUSE AND COPY DOMESTIC ACTIVITIES IN SIMULTANEOUS PLAY • HOLD PARENT'S HAND OUTDOORS TO MAINTAIN CONTACT • REGULATE CONDUCT TO WIN PRAISE • TANTRUM WHEN FRUSTRATED • APT TO SNATCH, PUSH, KICK, RATHER THAN GIVE AND TAKE IN POLITE FASHION • SHOW FACIAL EXPRESSION AND BEHAVIOR INDICATING PITY, SHAME, MODESTY • MAY BE RESTLESS, REBELLIOUS, VERY ACTIVE • BECOME RESISTANT, DAWDLES • ASSERT INDEPENDENCE ("ME DO IT!")	• INITIATE OWN PLAY ACTIVITIES • FOLLOW SIMPLE RULES GIVEN BY ADULT FOR PLAYING CHILDHOOD GAMES • OBEY ADULT REQUESTS APPROXIMATELY HALF OF THE TIME • LIKE PLAY THAT MIMICS PARENT'S BEHAVIOR • ADD SOUND TO ACTION, "VROOM" FOR TRUCKS, TALKS TO TEDDY BEARS • MAKE DOLL/TOY ACT ON SELF AS THOUGH CAPABLE OF PERFORMING ACTIONS INDEPENDENT OF CHILD (PLACE BRUSH IN DOLL'S HAND, THEN MOVE DOLL'S ARM AS IF DOLL COMBED OWN HAIR) • DEMONSTRATE/VERBALIZE FUNCTIONAL PLAY PLAN BEFORE OR WHILE DOING THE ACT (I AM GOING TO...; I AM MAKING....)

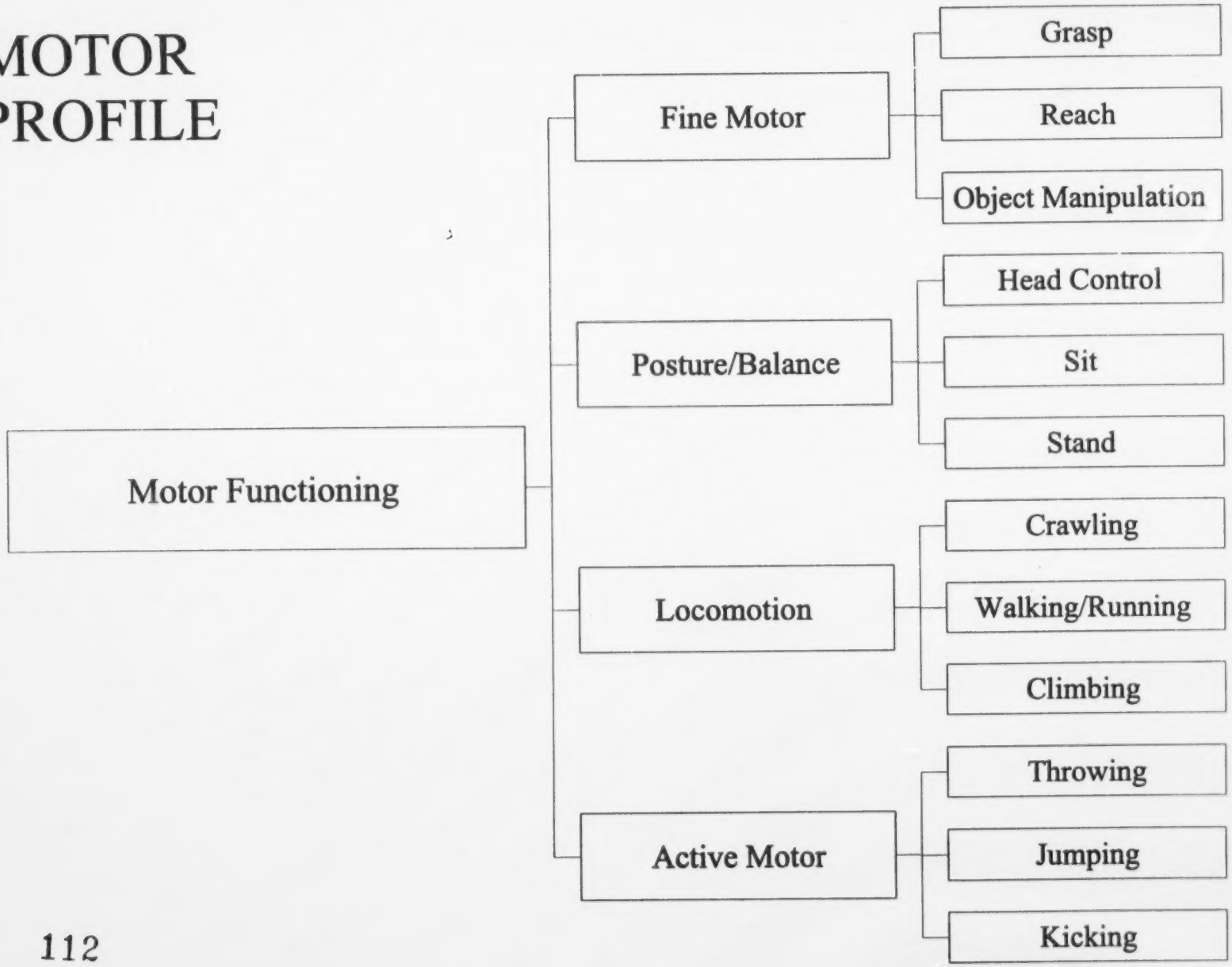
DEVELOPMENTAL LEVEL	SOCIAL/EMOTIONAL FUNCTIONING		
	RELATIONAL BEHAVIORS (ATTACHMENT/ ADULTS/PEERS)	SELF AWARENESS/ EXPRESSION (EMOTIONAL REACTIONS/ EGOCENTRISM/INDEPEN-DENCE/DEPENDENCE)	SOCIAL CONVENTIONS (PLAY WITH OTHERS/COMPLIANCE WITH RULES/ RESPONSIBILITY)
LEVEL VIII 30-36 MONTHS	• RELATE TO ONE FAMILIAR ADULT AT A TIME • CARRY ON SIMPLE CONVERSATIONS ABOUT HERE AND NOW • OBSERVE OTHER CHILDREN AT PLAY; JOIN FOR A FEW MINUTES • ASSOCIATIVE PLAY PREDOMINATES; PLAY WELL WITH TWO OR THREE CHILDREN IN GROUP • INTEREST IN OTHER CHILDREN • DIFFICULTY SHARING • DISPLAY AFFECTION FOR CAREGIVERS	• SEPARATE EASILY FROM MOTHER IN FAMILIAR ENVIRONMENT • PRACTICE INDEPENDENCE BY REFUSING TO HOLD PARENT'S HAND, RUNNING AHEAD WHEN OUTDOORS • SHOW FACIAL EXPRESSIONS AND BEHAVIORS INDICATING PITY, SHAME, MODESTY • MAY BE RESTLESS, REBE/ LIOUS, VERY ACTIVE • BECOME RESISTANT, DAWDLES • THROW TANTRUMS WHEN THWARTED OR UNABLE TO EXPRESS URGENT NEEDS	• COOPERATE IN GROUP ACTIVITIES WITH ADULT SUPERVISION • OBEY ADULT REQUESTS APPROXIMATELY HALF OF THE TIME • USE TOYS IN APPROPRIATE WAYS • VERBALIZE PLAY PLAN FOR ASSIGNED ROLE (I AM MOTHER, YOU BE BABY, I COOK AND YOU WATCH TV) • VERBALIZE PLAY PLAN AND USE PRETEND PROPS WHICH ARE IDENTIFIED FOR BENEFIT OF ADULT (THIS IS OUR HOUSE (A BOX))

DEVELOPMENTAL LEVEL	SOCIAL/EMOTIONAL FUNCTIONING		
	RELATIONAL BEHAVIORS (ATTACHMENT/ ADULTS/PEERS)	SELF AWARENESS/ EXPRESSION (EMOTIONAL REACTIONS/ EGOCENTRISM/INDEPEN-DENCE/DEPENDENCE)	SOCIAL CONVENTIONS (PLAY WITH OTHERS/COMPLIANCE WITH RULES/ RESPONSIBILITY)
LEVEL IX 36-48 MONTHS	• RESPOND TO AND MAKE VERBAL GREETING • DELIVER SIMPLE MESSAGES • BEGIN TO USE EXPRESSION SUCH AS, "PLEASE" AND "THANK YOU" • CHANGE TONE OF VOICE AND SENTENCE STRUCTURE TO MATCH LISTENER'S LEVEL OF UNDERSTANDING • PLAY WITH AND TALK TO OTHER CHILDREN AT WORK ON A PROJECT FOR EXTENDED PERIOD • INTERACTS WITH PEERS IN PLAY • BEGIN TO SHOW COOPERATIVE PLAY WITHOUT ADULT SUPERVISION • SHOW PREFERENCE, FOR SOME FRIENDS OVER OTHERS	• PLAY INDEPENDENTLY FOR A LONG PERIOD OF TIME • DEMONSTRATE FEARS (MECHANICAL TOYS, VACUUM CLEANER, THUNDER) • SHOW AFFECTION TOWARD YOUNGER SIBLING • LABEL FEELINGS: HAPPINESS, SADNESS, FEAR AND ANGER IN SELF • WANT TO BE "BIG GIRL", "BIG BOY", AND ACQUIRE NEW SKILLS	• GENERALLY OBEY ADULT REQUEST • BEGIN TO SHARE TOYS WILLINGLY • INCREASING ROUGH AND TUMBLE PLAY, PARTICULARLY IN PLAY • PLAY WITH IMAGINARY COMPANION • SAY "PLEASE" WHEN ASKING FOR SOMETHING • HELP WITH SMALL HOUSEHOLD TASKS • UNDERSTAND ANOTHER'S PERSPECTIVE

DEVELOPMENTAL LEVEL	SOCIAL/EMOTIONAL FUNCTIONING		
	RELATIONAL BEHAVIORS (ATTACHMENT/ ADULTS/PEERS)	SELF AWARENESS/ EXPRESSION (EMOTIONAL REACTIONS/ EGOCENTRISM/INDEPEN-DENCE/DEPENDENCE)	SOCIAL CONVENTIONS (PLAY WITH OTHERS/COMPLIANCE WITH RULES/ RESPONSIBILITY)
LEVEL X 48-60 MONTHS	• ASK PERMISSION TO USE OTHER'S POSSESSIONS • SHARE TOYS OR POSSESSIONS WITHOUT BEING TOLD TO DO SO • NAME ONE OR MORE FAVORITE TV PROGRAMS; TELL THE DAY AND CHANNEL THE PROGRAM IS SHOWN • PREFERENCE IS SHOWN FOR A SPECIAL FRIEND FROM EITHER SEX • RECOGNIZE OTHER'S NEEDS AND GIVE ASSISTANCE	• TRY STUNTS THAT ARE TOO DIFFICULT; ENJOY FEELING OF ACCOMPLISHMENT • DESCRIBE FEELINGS ABOUT SELF • MAY BE IMPERTINENT VERBALLY WHEN WISHES DENIED	• SHARE TOYS WILLINGLY • PLAY ORGANIZED GAMES • PLAY COMPETETIVE EXERCISE GAMES • RESPECT PROPERTY AND RIGHTS OF OTHERS • INITIATE APPROPRIATE TASK WITHOUT BEING REMINDED • PLAY WITH IMAGINARY FRIEND • PREFER PLAYING WITH OTHER CHILDREN TO PLAYING ALONE UNLESS INVOLVED IN A PROJECT • DRESS UP AND PRETEND

DEVELOPMENTAL LEVEL	SOCIAL/EMOTIONAL FUNCTIONING		
	RELATIONAL BEHAVIORS (ATTACHMENT/ ADULTS/PEERS)	SELF AWARENESS/ EXPRESSION (EMOTIONAL REACTIONS/ EGOCENTRISM/INDEPEN-DENCE/DEPENDENCE)	SOCIAL CONVENTIONS (PLAY WITH OTHERS/COMPLIANCE WITH RULES/ RESPONSIBILITY)
LEVEL XI 60+ MONTHS	* ASK FOR ADULT HELP AS NEEDED * RESPOND VERBALLY AND POSITIVELY TO GOOD FORTUNES OF OTHERS * APOLOGIZE FOR UNINTENTIONAL MISTAKES * HAS A GROUP OF FRIENDS * HAS A BEST FRIEND OF THE SAME SEX * RESPOND APPROPRIATELY WHEN INTRODUCED TO STRANGERS	* TENDER AND PROTECTIVE TOWARD YOUNGER CHILDREN AND PETS * COMFORT PLAYMATES IN DISTRESS	* CONFORM TO ADULT IDEAS * EXPLAIN RULE OF GAME OR ACTIVITY TO OTHERS * WAIT FOR TURN FOR ADULT ATTENTION * FOLLOW RULES AND DIRECTIONS IN CLASSROOM * CONTINUE TO ENGAGE IN DRAMATIC AND DOMESTIC PLAY (HOUSE AND BABY; MOMMY GOING TO WORK)

MOTOR PROFILE



DEVELOPMENTAL LEVEL	MOTOR FUNCTIONING			
	FINE MOTOR (GRASP/REACH OBJECT MANIPULATION)	**POSTURE/ BALANCE** (HEAD CONTROL/ SIT/STAND)	**LOCOMOTION** (CRAWLING/ WALKING/RUNNING/ CLIMBING)	**ACTIVE MOTOR** (THROWING/JUMPING/ KICKING)
LEVEL I **BIRTH TO 3 MONTHS**	* HANDS IN A CLOSED-FIST POSITION MOST OF THE TIME, THUMBS IN * MOVE ARMS SYMMETRICALLY * RANDOM ARM MOVEMENTS * FLEX ENTIRE ARM AND CLOSE FINGERS WHEN PALM IS STIMULATED * NO REACH * INVOLUNTARY RELEASE AVOIDING RESPONSE * FORWARD EXTENSION OF ARM IS ACCOMPANIED BY AN OPENING OF THE HAND, BUT GRASP IS RARELY ACCOMPLISHED * THUMBS USUALLY OUTSIDE OF PALM * RECOGNIZE HANDS * ATTEMPT TO BRING HAND TO MOUTH * ASYMMETRICAL REACH * OBJECTS PLACED IN HANDS ARE GRASPED BUT NOT MANIPULATED * RETAIN RING FOR AT LEAST 2 SECS. WHEN PLACED IN HAND * GRASP REFLEX INHIBITED * KEEP HANDS OPEN MOST OF THE TIME WHEN CHILD IS FREE TO PURSUE OWN INTEREST * USE WHOLE HAND TO GRASP ROD	* PHYSIOLOGICAL FLEXION HANDS FISTED, THUMBS IN * THRUST ARMS AND LEGS IN PLAY * HOLD LEGS UP FOR 2 SECONDS * POSITIONING RFLEX: ASYMMETRICAL TONIC NECK REFLEX (EXTEND LEG AND ARM ON FACE SIDE AND BEND LEG AND ARM ON SKULL SIDE; "FENCER'S POSITION") * ROLL TO BACK FROM SIDE POSITION * TURN HEAD SIDE TO SIDE POSITION * LIFT HEAD AND ADJUST POSTURE WHEN HELD AT SHOULDER * ADJUST HEAD TO VENTRAL SUSPENSION WHEN HELD SUSPENDED IN PRONE POSITION (HEAD IS IN LINE WITH OR ABOVE TRUNK) * LIFT HEAD (DORSAL SUSPENSION) WHEN HELD IN SUPINE, REMOVE HAND FROM NECK SUPPORT * FULL ROUNDED BACK WHEN IN SITTING POSITION * PRIMARY STANDING AUTOMATIC WALKING * SHOULDER GIRDLE SYMMETRICAL * ARMS MOVE THROUGH ASYMMETRICAL PATTERNS * WEIGHT ON ULNAR BOLDER		

DEVELOPMENTAL LEVEL	MOTOR FUNCTIONING			
	FINE MOTOR (GRASP/REACH OBJECT MANIPULATION)	**POSTURE/ BALANCE** (HEAD CONTROL/ SIT/STAND)	**LOCOMOTION** (CRAWLING/ WALKING/RUNNING/ CLIMBING)	**ACTIVE MOTOR** (THROWING/JUMPING/ KICKING)
LEVEL I **BIRTH TO 3 MONTHS**	• ATTEMPT TO REACH TOWARD TOY WITH NO GRASPING • VOLUNTARY GRASP; ULNAR PLACEMENT • BRING HANDS TOGETHER • MANIPULATE OBJECT PLACED IN HAND BY WAVING, SHAKING, TILTING • LOOK ACTIVELY AT HANDS • ALTERNATE GLANCES BETWEEN OBJECT AND HAND WHEN REACHING • REACHING RESULTS IN STRIKING OBJECTS • SIGHT OF AN OBJECT PLACED WITHIN REACH RESULTS IN ARM ACTIVATION BUT NOT REACHING • HOLD RATTLE FOR 30 SECS.	• SUCK HAND WHEN NEAR MOUTH • TURN HEAD FROM SIDE TO BACK • ELEVATE SELF BY ARMS • ARMS MOVING TOWARD ABDUCTION (PRONE) • ASYMMETRY OF EXTREMITIES • HAND REGARD (SUPINE) • REACT TO CLOTH PLACED ON FACE BY TURNING HEAD, INCREASING OR DECREASING ACTIVITY • HEAD BOBS WHILE IN SITTING POSITION • LOSE WEIGHT-BEARING ABILITY IN STANDING • HOLD HEAD ERECT AND STEADY FOR 15 SECS. • HOLD HEAD STEADILY WHILE MOVED • HOLD HEAD IN MIDLINE • MAINTAIN HEAD POSITION 45 DEGREES FROM TABLE SURFACE FOR AT LEAST 2 SECS., THEN LOWER HEAD BACK TO THE TABLE SURFACE IN A CONTROLLED MANNER • BEGINNING OF PRONE ON ELBOWS		

DEVELOPMENTAL LEVEL	MOTOR FUNCTIONING			
	FINE MOTOR (GRASP/REACH OBJECT MANIPULATION)	POSTURE/ BALANCE (HEAD CONTROL/ SIT/STAND)	LOCOMOTION (CRAWLING/ WALKING/RUNNING/ CLIMBING)	ACTIVE MOTOR (THROWING/JUMPING/ KICKING)
LEVEL I BIRTH TO 3 MONTHS		• MAKE ANTICIPATORY ADJUSTMENTS (TENSING BODY AND SHOULDERS) WHEN AN ADULT PLACE HANDS UNDER ARMS PRIOR TO LIFTING • WHEN PLACED ON BACK, LEGS ARE FLEXED, SOLES OF FEET EXPOSED • FOREARM WEIGHT BEARING (PRONE) • HEAD MIDLINE (SUPINE) • HANDS TOGETHER AT CHEST • HEAD LAG ON PULL TO SIT • TENSE MUSCLES IN ORDER TO MAINTAIN SITTING POSITION • SHOULDER ELEVATION AND CHIN JUTTING IN SITTING POSITION • TAKE WEIGHT; NO AUTOMATIC WALKING • ON STANDING, KNEES SAG WHILE BEARING WEIGHT • BALANCE HEAD • MAINTAIN HEAD AT 90 DEGREES FROM THE TABLE SURFACE, HOLDS IT BRIEFLY, THEN LOWERS HEAD BACK TO THE SURFACE IN A CONTROLLED MANNER • TURNS FROM BACK TO SIDE • SIT WITH SLIGHT SUPPORT FOR 10 SECS.		

DEVELOPMENTAL LEVEL	MOTOR FUNCTIONING			
	FINE MOTOR (GRASP/REACH OBJECT MANIPULATION)	POSTURE/ BALANCE (HEAD CONTROL/ SIT/STAND)	LOCOMOTION (CRAWLING/ WALKING/RUNNING/ CLIMBING)	ACTIVE MOTOR (THROWING/JUMPING/ KICKING)
LEVEL II 3-6 MONTHS	• ULNAR PALMER GRASP WITH WRIST IN FLEXION • HANDS TO MOUTH, KNEES AND MIDLINE WITH MORE OPEN FINGERS • REACHING: VISUALLY DIRECTED MOVE ARMS IN DIRECTION OF DESIRED OBJECT • REACH UNILATERALLY • BACKHANDED APPROACH TO OBJECT • LEAN INTO REACHING ARMS • USE BOTH HANDS WHEN REACHING • RETAIN BLOCK BY HOLDING WITH FINGERS AGAINST HEEL OF THE PALM • ATTEMPT TO SECURE SMALL OBJECT • HOLD OBJECTS AND BRINGS THEM TO MOUTH • GRASP STRING AND PULL TOY TO HANDS • GRASP FOOT WITH HANDS • USE WHOLE HAND TO GRASP SMALL OBJECT • HANDS OPEN MOST OF THE TIME • UNDERREACH, ADJUST AND CORRAL OBJECTS • MOMENTARY PALMER GRASP	• WEIGHT BEARING INCREASES ON RADIAL SIDE • FOREARM WEIGHT BEARING WITH BEGINNING OF EXTERNAL ROTATION • ROLL FROM BACK TO SIDE • EXTEND ARM (RAISE CHEST FROM FRONT POSITION, SHIFT WEIGHT TO ONE SIDE, LIFT OTHER ARM AND REACH) • POSITIONING: SYMMETRICAL POSTURE (MAINTAIN MIDLINE HEAD AND BODY POSTURE, BRINGING ARMS TO MIDLINE AS IF TO GRASP OBJECT) • IMPROVED NECK ELONGATION • HEAD IN MIDLINE • HANDS TO KNEES • ACCIDENTAL ROLL: BACK TO SIDE • LATERAL HEAD RIGHTING • HEAD IN MIDLINE WHEN PULL TO SIT • CERVICAL AND THORACIC SPINE EXTENSION • SIT ALONE MOMENTARILY (2 SECS.) • TAKE INCREASE WEIGHT IN FEET • HIPS AND KNEES SAG WHEN SUPPORTED IN STANDING POSITION		

DEVELOPMENTAL LEVEL	MOTOR FUNCTIONING			
	FINE MOTOR (GRASP/REACH OBJECT MANIPULATION)	POSTURE/ BALANCE (HEAD CONTROL/ SIT/STAND)	LOCOMOTION (CRAWLING/ WALKING/RUNNING/ CLIMBING)	ACTIVE MOTOR (THROWING/JUMPING/ KICKING)
LEVEL II 3-6 MONTHS	• GRASP 2 SMALL OBJECTS SIMULTANEOUSLY AND RETAIN THEM FOR A FEW SECONDS • CROSS MIDLINE TO REACH OBJECT • CONSISTENTLY ATTAIN AN OBJECT RATHER THAN PUSHING IT OUT OF REACH • GRASP VOLUNTARILY • ACCEPT AND HOLD ONE OBJECT • HOLD RATTLE FOR 1 MINUTE • ACCIDENTAL RELEASE • TWO-STAGE TRANSFER REQUIRE POINT OF STABILITY • BRING HANDS TOGETHER FOR 15-30 SECS. • USE BOTH HANDS TOGETHER AT MIDLINE WHEN PLAYING WITH A TOY APPROXIMATELY HALF OF THE TIME • CRUMPLE PAPER IN PALMS OF HAND • UNILATERAL REACHING IN SITTING • OVERREACH • RAKE TINY OBJECT • BANG OBJECT ON TABLE • BRING OBJECTS TO MIDLINE	• PRONE ON EXTENDED ARMS • SHOULDER GIRDLE DISASSOCIATED WITH WEIGHT SHIFT • EXTENDED ARM WEIGHT BEARING • SWIMMING IN EXTENSION • FEET TO MOUTH • PULL TO SIT: NO HEAD LAG • TURN FROM BACK TO STOMACH • PROP ON EXTENDED ARMS • SIT ALONE FOR 30 SECS. • SIT ALONE WHILE PLAYING WITH A TOY (PILLOW SUPPORT CHILD IN SITTING POSITION, MAINTAIN BALANCE FOR 30 SECS. WHILE MOVING HANDS TOWARD MIDLINE TO CLUTCH TOY) • SIT ALONE STEADILY • MAKE EARLY STEPPING MOVEMENTS		

DEVELOPMENTAL LEVEL	MOTOR FUNCTIONING			
	FINE MOTOR (GRASP/REACH OBJECT MANIPULATION)	**POSTURE/ BALANCE** (HEAD CONTROL/ SIT/STAND)	**LOCOMOTION** (CRAWLING/ WALKING/RUNNING/ CLIMBING)	**ACTIVE MOTOR** (THROWING/JUMPING/ KICKING)
LEVEL III **6-9 MONTHS**	• GRASP CUP BY HANDLE • BANG OBJECTS AT MIDLINE • USE PARTIAL THUMB OPPOSITION TO GRASP SMALL OBJECT • USE PADS OF FINGERTIPS TO GRASP SMALL OBJECTS • REACH AND GRASP WITH EXTENDED ARM • MANIPULATE TOY ACTIVELY WITH WRIST MOVEMENT, SHAKE, BANG • SECURE AT LEAST 2 SMALL OBJECTS AT ONCE BY RAKING MOTION (THUMB AND FIRST AND SECOND FINGERS) • DROP INTO CONTAINER USING SURFACE FOR STABILITY • WEIGHT BEAR ON EXTENDED ARMS • WAVE, BANG, DROP, MOUTH, THROW, SUCK OBJECTS • TRANSFER CUBE FROM ONE HAND TO ANOTHER AND GRASP SECOND CUBE WITH ORIGINAL HAND • GRASP RATTLE IN MIDDLE OF PALM WITH FIRST TWO FINGERS AGAINST THUMB SIDE OF PALM; HOLD FOR 3 SECS. • ULNAR PALMER GRASP (GRASP CUBE USING PALM AND FOURTH AND FIFTH FINGERS)	• PLAY IN SIDELYING AND SITTING POSITION • PROTECTIVE EXTENSION FORWARD • EQUILIBRIUM REACTION • HANDS TO FEET WITH HEAD UP • PULL TO SIT: LEAD WITH HEAD • ROLL SUPINE TO PRONE • SIT WITH ERECT SPINE • ATTEMPT TO RAISE SELF TO SIT • BOUNCING UP AND DOWN • MOVE FORWARD, USING PRE-WALKING METHODS: CREEPING, CRAWLING, QUADRUPED OR HITCHING • SHIFT WEIGHT WHILE STANDING • RAISE SELF TO SITTING POSITION USING A STABLE OBJECT FOR SUPPORT (TABLE, CHAIR) • SIT ALONE FOR 60 SECS. • UPPER BODY ROTATION • ELEVATE HEAD AND STOMACH BY PUSHING ARMS UP STRAIGHT. MAINTAIN POSITION FOR 5 SECS. • PIVOT WITH SYMMETRICAL UPPER EXTREMITY MOVEMENT • MOVE FROM SITTING TO CREEPING POSITION • TRUNK ROTATION	• PUSH INTO BEAR/QUADRUPED POSITION • MOVE FORWARD USING PRE-WALKING METHODS (CREEPING, CRAWLING, QUADRUPED OR HITCHING) • ASSUME TALL KNEELING • ATTEMPT TO WALK • BEGIN STEPPING ACTIVITIES WHEN HELD AT CHEST • CRAWL FIVE FEET, USING BOTH ARMS AND LEGS IN CONTACT WITH SURFACE • ASSUME POSITION ON HANDS AND KNEES, LIFT ARM, THEN OPPOSITE LEG TOGETHER IN CREEPING PATTERN. NO FORWARD MOVEMENT NECESSARY	

DEVELOPMENTAL LEVEL	MOTOR FUNCTIONING			
	FINE MOTOR (GRASP/REACH OBJECT MANIPULATION)	**POSTURE/ BALANCE** (HEAD CONTROL/ SIT/STAND)	**LOCOMOTION** (CRAWLING/ WALKING/RUNNING/ CLIMBING)	**ACTIVE MOTOR** (THROWING/JUMPING/ KICKING)
LEVEL III **6-9 MONTHS**	• MIDRANGE CONTROL OF ELBOW DEVELOP THROUGH PUSHING AND PULLING • RADIAL DIGITAL GRASP (RADIAL SIDE OF HAND WITH THUMB OPPOSITE FINGERS) • MANIPULATE OBJECTS WHILE PLAYING • REMOVE PEG FROM PEGBOARD • RETAIN 2 BLOCKS WHILE REACHING FOR A THIRD • INFERIOR SCISSOR GRASP, LATERAL PINCH • HAND AND FINGERS ADAPT TO OBJECT'S SHAPE AND SIZE	• PROTECTIVE REACTIONS LATERALLY • PULL TO STAND • SYMMETRICAL LEG EXTENSION • ATTEMPT TO WALK • HAND ARCH DEVELOP THROUGH WEIGHT SHIFT • RIGHTING REACTION • CREEPING FOR MOBILITY • ASSUME TALL KNEELING • PIVOT 90 DEGREES IN SITTING POSITION TO RETRIEVE TOY • BOUNCE BY FLEXING KNEES WHEN SUPPORTED IN STANDING POSITION • CRUISE SIDEWAYS REACHING WITH ONE HAND		

DEVELOPMENTAL LEVEL	MOTOR FUNCTIONING			
	FINE MOTOR (GRASP/REACH OBJECT MANIPULATION)	**POSTURE/ BALANCE** (HEAD CONTROL/ SIT/STAND)	**LOCOMOTION** (CRAWLING/ WALKING/RUNNING/ CLIMBING)	**ACTIVE MOTOR** (THROWING/JUMPING/ KICKING)
LEVEL IV **9-12 MONTHS**	* GRASP PENCIL AT FARTHEST END * GRASP: RAKING RADIAL (RAKING MOTION USING RADIAL SIDE OF HAND WITH THUMB AND FIRST AND SECOND FINGER) * CLAP HANDS * GRASP: INFERIOR PINCER (THUMB OPPOSED TO INSIDE PORTION OF SECOND FINGER) * REMOVE OBJECT FROM CUP * WRIST AND FINGERS CONTROL WITH FULL ARM EXTENSION * POKE HOLE IN OR NEAR HOLE * PINCER TO PINCER OBJECT TRANSFER * PICK OBJECTS USING NEAT PINCER GRASP (THUMB AND TIP OF INDEX OR MIDDLE FINGER OVERHAND GRASP, HAND ELEVATED ABOVE TABLE) * SHAKE BOTTLE USING WAVING MOTION * REMOVE ROUND BLOCK FROM BOARD * PUT OBJECT IN CUP * GRASP SMALL OBJECTS BY USING SUPERIOR PINCER (THUMB AND TIP OF FIRST OR SECOND FINGER WITH WRIST AND HAND ELEVATED OFF TABLE SURFACE) * HANDS USED FOR SEPARATE FUNCTION	* ROLL OVER WITH COUNTER ROTATION (SHOULDER ROTATING IN ONE DIRECTION AND HIP IN THE OTHER) * SIDE SITS (HALF KNEEL TO STAND) * SCOOTING (SCOOT ON SURFACE FOR 3 FEET USING HANDS TO PROPEL FEET) * CRUISE SEMI-TURNED * STAND UP (FROM SUPINE POSITION, CHILD ROLL ONTO STOMACH, THEN STAND WITHOUT USING ANY UPRIGHT SUPPORT TO PULL SELF UP) * STAND ALONE FOR 2 SECS. * STAND NEAR STABLE OBJECT * SYMMETRICALLY LOWER SELF TO SITTING WITHOUT FALLING * SITTING: LEAN FORWARD TO GET TOY WITHOUT LOSING BALANCE OR TOUCHING FLOOR TO RECOVER * SIT UP FROM PRONE POSITION * PIVOTING: PIVOT AROUND 180 DEGREES IN CIRCULAR PATTERN ON BUTTOCKS * VARIETY OF SITTING POSITIONS * PROTECTIVE REACTIONS BACKWARD * STABLE IN ONE-HALF KNEEL PLAY	* RAISE SHOULDERS AND BUTTOCKS BEARING WEIGHT FOR 5 SECS. ON HANDS AND KNEES * CRUISE (WALK HOLDING ONTO FURNITURE) * TAKE 3 STEPS WITHOUT SUPPORT * CREEP 3 FEET WITH ONE HAND AND KNEE ON FLOOR IN OPPOSITION * TAKE 5 STEPS INDEPENDENTLY WITH GOOD COORDINATION AND BALANCE * CRUISE SIDEWAYS FOR 4 STEPS WHILE HOLDING ONTO STABLE OBJECT * TAKE FOUR ALTERNATING STEPPING MOVEMENTS IN PLACE * TAKE 4 ALTERNATING STEPS WHILE HOLDING ONE HAND * WALK UPSTAIRS WITH HELP (RAIL OR WALL)	

DEVELOPMENTAL LEVEL	MOTOR FUNCTIONING			
	FINE MOTOR (GRASP/REACH OBJECT MANIPULATION)	POSTURE/ BALANCE (HEAD CONTROL/ SIT/STAND)	LOCOMOTION (CRAWLING/ WALKING/RUNNING/ CLIMBING)	ACTIVE MOTOR (THROWING/JUMPING/ KICKING)
LEVEL IV 9-12 MONTHS	• REACHING AND GRASPING HAVE BECOME COORDINATED INTO A SINGLE CONTINOUS MOVEMENT • POINT WITH INDEX FINGER • PUSH TOY CAR • PLACE RING ON PEG • DELIBERATE RELEASE (BEGIN TO RELEASE GRASP ON OBJECTS RATHER THAN DROPPING THEM) • PLACE THREE CUBES IN CUP • STIR SPOON IN CUP USING HORIZONTAL AND VERTICAL MOTIONS OF ARM AND HAND	• LOWER SELF ASYMMETRICALLY • STAND ALONE		

DEVELOPMENTAL LEVEL	MOTOR FUNCTIONING			
	FINE MOTOR (GRASP/REACH OBJECT MANIPULATION)	**POSTURE/ BALANCE** (HEAD CONTROL/ SIT/STAND)	**LOCOMOTION** (CRAWLING/ WALKING/RUNNING/ CLIMBING)	**ACTIVE MOTOR** (THROWING/JUMPING/ KICKING)
LEVEL V **12-18 MONTHS**	• GRASP PENCIL AT MIDDLE • OPEN SMALL HINGE TYPE CONTAINER • ONE HAND HOLD, THE OTHER MANIPULATE • DANGLE OBJECT (STRING) • HELP TURN PAGES IN BOOK • RELEASE SMALL OBJECT INTO SMALL CONTAINER WITH PRECISION • REMOVE THREE PEGS • GRASP BLOCK USING SUPERIOR FOREFINGER GRASP, THUMB ON ONE SIDE AND INDEX AND SECOND FINGERS IN OPPOSITION; WRIST IS ELEVATED OFF TABLE SURFACE • REMOVE SMALL OBJECT FROM BOTTLE BY DUMPING • PICK UP AND HOLD TWO OBJECTS IN ONE HAND • PLACE SIX BLOCKS IN AND OUT OF CUP • TOWER OF TWO BLOCKS • PLACE ROUND PUZZLE BLOCK • PLACE ONE PEG IN BOARD • PLACE BEADS IN CONTAINER • TRIAL AND ERROR EXPLORATION • UNWRAP BLOCK	• WEIGHT SHIFT WHILE STANDING • STAND UP WITHOUT USING ANY UPRIGHT SUPPORT (ROLL TO ONE SIDE, SIT AND STAND) • PIVOTING: TURN IN A HALF-CIRCLE USING A WALK TURN • STAND ON RIGHT FOOT WITH HELP • STAND ON LEFT FOOT WITH HELP	• CREEPING: CREEP OVER ADULT'S KNEES TO GET TOY • KNEELING: MAINTAIN BALANCE POSITION FOR 5 SECS. WITHOUT FALLING • CREEPING: SHOW CREEPING BEAR WITH HANDS AND SOLES OF BOTH FEET IN CONTACT WITH FLOOR • WALK BACKWARD 2 STEPS • WALK DOWNSTAIRS WITH HELP • WALK 4-5 STEPS WITHOUT SUPPORT; ARMS HELD OUT TO SIDE (ABDUCTED) AND ELBOWS FLEXED AND WITH A WIDE BASE OF SUPPORT • WALK DISTANCE OF 8 FEET WITH ONE HAND HELD • WALK 2 STEPS SIDEWAYS • CREEP FROM 3RD STEP OF STAIRS • WALK 10 FEET WITH FAST WALKING STEPS USING HEEL-TOE GAIT • WALK BACKWARD 5 STEPS • WALK UPSTAIRS 4 STEPS HOLDING ONTO RAIL OR WALL AND PLACING BOTH FEET ON EACH STEP (MARKING TIME) • WALK DOWNSTAIRS 4 STEPS HOLDING ONTO WALL OR RAIL PLACING BOTH FEET ON EACH STEP	• HURL BALL FROM SITTING POSITION • ROLL BALL • FLING BALL USING EXTENSOR THRUST • THROW BALL THREE FEET WITH DIRECTIONALITY INTENDED • JUMP OFF FLOOR • STEP OR KICK INTO BALL IN ATTEMPT TO IMITATE KICKING

DEVELOPMENTAL LEVEL	MOTOR FUNCTIONING			
	FINE MOTOR (GRASP/REACH OBJECT MANIPULATION)	POSTURE/ BALANCE (HEAD CONTROL/ SIT/STAND)	LOCOMOTION (CRAWLING/ WALKING/RUNNING/ CLIMBING)	ACTIVE MOTOR (THROWING/JUMPING/ KICKING)
LEVEL V 12-18 MONTHS	• PLACE 10 SMALL OBJECTS IN BOTTLE IN 60 SECS. • PLACE 7 BLOCKS IN CUP • USE PADS OF FINGERTIPS TO GRASP PENCIL • USE HAND TO HOLD PAPER IN PLACE • TOWER OF 3-4 BLOCKS • PLACE 2 ROUND PUZZLE BLOCKS • IMITATE SCRIBBLE STROKE • TURN PAGES 2-3 AT ONCE		• TAKE FAST WALKING STEPS	

DEVELOPMENTAL LEVEL	MOTOR FUNCTIONING			
	FINE MOTOR (GRASP/REACH OBJECT MANIPULATION)	**POSTURE/ BALANCE (HEAD CONTROL/ SIT/STAND)**	**LOCOMOTION (CRAWLING/ WALKING/RUNNING/ CLIMBING)**	**ACTIVE MOTOR (THROWING/JUMPING/ KICKING)**
LEVEL VI **18-24 MONTHS**	• SEPARATE 4 ATTACHED POP BEADS • IMITATE VERTICAL STROKE (STRAIGHT STROKE WITHIN 20 DEGREES OF VERTICAL) • STRING 3 BEADS • SNIP PAPER IN ONE PLACE WITH BLUNT SCISSORS • TOWER OF 5-7 BLOCKS • TURN PAGES ONE AT A TIME OF CARDBOARD BOOKS • PLACE 2 ROUND AND 2 SQUARE PUZZLE BLOCKS	• STAND ALONE ON RIGHT FOOT FOR AT LEAST 2 SECS. • STAND ALONE ON LEFT FOOT FOR AT LEAST 2 SECS.	• WALK UPSTAIRS ALONE PLACING BOTH FEET ON EACH STEP (3 STEPS) • WALK FAST; RUN STIFFLY • RUN IS A MODIFIED WALK, BODY ALWAYS SUPPORTED BY ONE BOOT STIFF, JARRING , UNEVEN STRIDE • RUN FLAT FOOTED 10 FEET WITHOUT FALLING • WALK ON BALANCE BEAM (ONE FOOT ON AND ONE FOOT OFF BEAM FOR 10 STEPS) • WALK DOWNSTAIRS ALONE PLACING BOTH FEET ON EACH STEP (3 STEPS) • RUN WITHOUT FALLING, BUT CANNOT SLOW DOWN OR TURN SHARP CORNERS • WALK FORWARD ON TAPED LINE • WALK BACKWARD CLOSE TO TAPED LINE	• THROW BALL OVERHAND (STANDING) • WALK INTO LARGE BALL, KICKING • JUMP FROM BOTTOM STEP • THROW BALL 3 FEET FORWARD AND DOES NOT DEVIATE MORE THAN 45 DEGREES • KICK BALL 3 FEE FORWARD (20" WITHIN COURSE) • JUMP DOWN FROM STABLE OBJECT 8-10" HIGH WITH ONE FOOT LEADING AND WITH ONE HAND ASSISTANCE • JUMP FORWARD 4" WITHOUT FALLING • JUMP UP 2" WITH BOTH FEET TOGETHER AND OFF THE FLOOR • KICK LARGE BALL WITH DEMONSTRATION • KICK LARGE BALL ON COMMAND

DEVELOPMENTAL LEVEL	MOTOR FUNCTIONING			
	FINE MOTOR (GRASP/REACH OBJECT MANIPULATION)	**POSTURE/ BALANCE** (HEAD CONTROL/ SIT/STAND)	**LOCOMOTION** (CRAWLING/ WALKING/RUNNING/ CLIMBING)	**ACTIVE MOTOR** (THROWING/JUMPING/ KICKING)
LEVEL VII **24-30 MONTHS**	• LACE 3 BEADS • GRASP PENCIL AT NEAREST END • IMITATE VERTICAL AND HORIZONTAL LINES • USE MORE WRIST ACTION • UNSCREW LID ON JAR • TURN KNOBS TO OPEN DOORS • PLACE 5 RINGS ON STAND IN ANY ORDER • SEPARATE 4 ATTACHED BEADS • TURN PAGES SINGLY • LIKE TO TAKE THINGS APART AND PUT THEM TOGETHER AGAIN • TURN KNOBS (TV, RADIO) • REMOVE CAP FROM BOTTLE • IMITATE BUILDING TRAIN BY ALIGNING 3 BLOCKS AND PLACING ANOTHER BLOCK ON TOP OF THE LAST BLOCK		• USE HEEL-TOE PROGRESSION • WALK TIPTOE FOR 4-5 STEPS • WALK BACKWARD 10 FEET • WALK 3 STEPS FORWARD ON BALANCE BEAM (BOTH FEET ON BEAM) • WALK AROUND CIRCLE WITH FEWER THAN 5 STEPS OFF TAPED CIRCLE • WALK DOWNSTAIRS 4 STEPS, PLACING BOTH FEET ON EACH STEP AND WITH SUPPORT FROM ADULT'S FINGER • WALK UPSTAIRS 4 STEPS, ALTERNATING FEET AND USING WALL OR RAIL FOR SUPPORT	• THROW BALL 5 FEET; DOES NOT DEVIATE FROM STRAIGHT COURSE MORE THAN 20 DEGREES • JUMP DISTANCE OF 4" • JUMP IN PLACE • JUMP FROM BOTTOM STEP • SWING LEG TO KICK BALL • THROW BALL 7 FEET; DOES NOT DEVIATE FROM STRAIGHT COURSE MORE THAN 20 DEGREES • JUMP DOWN FROM STABLE OBJECT 16-20" HIGH WITH ONE FOOT LEADING; NO SUPPORT OFFERED

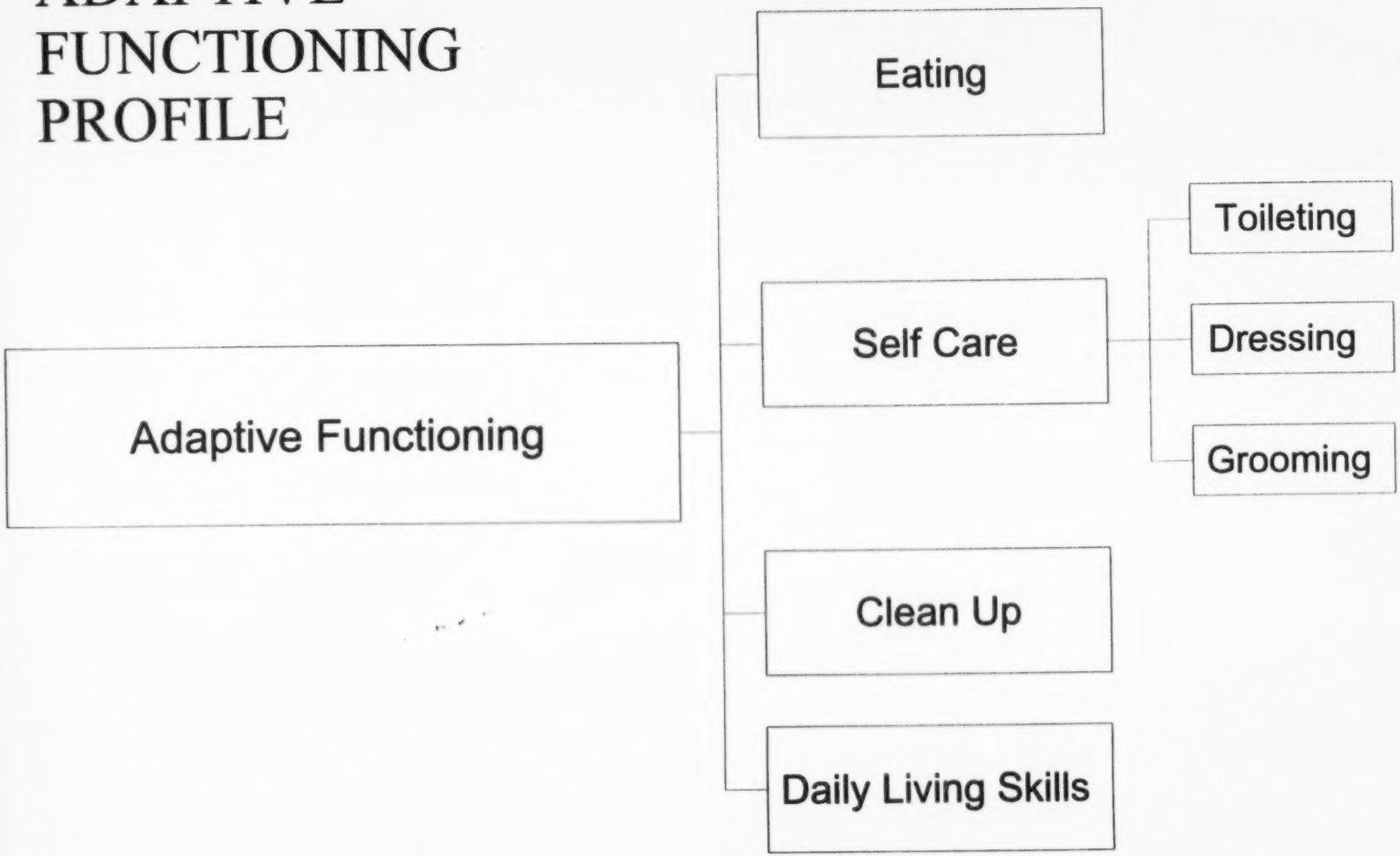
DEVELOPMENTAL LEVEL	MOTOR FUNCTIONING			
	FINE MOTOR (GRASP/REACH OBJECT MANIPULATION)	**POSTURE/ BALANCE** (HEAD CONTROL/ SIT/STAND)	**LOCOMOTION** (CRAWLING/ WALKING/RUNNING/ CLIMBING)	**ACTIVE MOTOR** (THROWING/JUMPING/ KICKING)
LEVEL VIII **30-36 MONTHS**	• TACTILELY DISCRIMINATE SHAPES • SCREW LID ON JAR • COPY CIRCLE • CUT PAPER FROM ONE SIDE TO OPPOSITE SIDE • BUILD BRIDGE WITH BASES NOT TOUCHING • BUILD TOWER OF 9-10 BLOCKS • UNBUTTON 3 BUTTONS IN 75 SECS.	• STAND UP FROM SUPINE POSITION (WITHOUT FIRST ROLLING TO SIDE) PULL FORWARD TO SITTING POSITION, THEN STAND • STAND ON ONE FOOT FOR 3 SECS.	• WALK UPSTAIRS ALTERNATING FEET • WALK DOWNSTAIRS 4 STEPS WITHOUT SUPPORT, PLACING BOTH FEET ON EACH STEP • WALK ON TIPTOE FOR 8 FEET	• CATCH BALL WITH ARMS STRAIGHT • JUMP DOWN WITHOUT SUPPORT FROM STABLE OBJECT 18-24" HIGH; LAND ON BOTH FEET WITHOUT FALLING • KICK BALL; TRAVEL 6 FEET AND DOES NOT DEVIATE FROM COURSE MORE THAN 15 DEGREES • JUMP OVER ROPE 2" OFF FLOOR • JUMP 24" FORWARD • HOP IN PLACE ON ONE FOOT 3X WITHOUT LOSING BALANCE

DEVELOPMENTAL LEVEL	MOTOR FUNCTIONING			
	FINE MOTOR (GRASP/REACH OBJECT MANIPULATION)	**POSTURE/ BALANCE (HEAD CONTROL/ SIT/STAND)**	**LOCOMOTION (CRAWLING/ WALKING/RUNNING/ CLIMBING)**	**ACTIVE MOTOR (THROWING/JUMPING/ KICKING)**
LEVEL IX **36-48 MONTHS**	• USE EYE-HAND COORDINATION IN TOSSING RING • SHOW HAND PREFERENCE • CUT ENTIRE LENGTH OF LINE WITHIN ONE-HALF INCH OF LINE IN 15 SECS. • COPY CROSS • STRING 4-5 BEADS • REMOVE CAP OFF BOTTLE IN 30 SECS. • WIND UP TOYS (90 DEGREES IN ONE TURN) • CUT CIRCLE ALONG LINE • BUTTON ONE BUTTON • LACE 2 HOLES IN SHOE • TRACE DESIGNS • COPY SQUARE • HOLD MARKER WITH FINGERS IN TRIPOD POSITION	• STAND ON ONE FOOT FOR 5/6 SECS. • STAND ON TIPTOES WITH HANDS OVER HEAD FOR 2 SECS. WITHOUT MOVING FEET	• STOP FROM A FULL RUN • WALK ON TIPTOE FOR 9 FEET • WALK DOWNSTAIRS ALTERNATING FEET • WALK BACKWARD WITHOUT STEPPING OFF TAPED LINE MORE THAN ONCE	• BOUNCE BALL TO WALL • CATCH BALL WITH ELBOWS BENT IN FRONT OF BODY • JUMP OVER ROPE 8"OFF FLOOR • HOP TWICE ON ONE FOOT • JUMP DISTANCE OF 24" • HOP 5 FEET • PEDAL TRICYCLE; 10 FEET • JUMP DOWN FROM 24-30 " OBJECT WITHOUT SUPPORT, TAKE OFF AND LAND ON BOTH FEET • SKIP 5 STEPS • HOP 5 TIMES ON ONE FOOT AND 3 TIMES ON OTHER FOOT • JUMP FORWARD 26-30"(FEET TOGETHER) • THROW BALL 10 FEET (ROTATE SHOULDER AND ARM TO REAR, THEN FOLLOW THROUGH) BALL MUST NOT DEVIATE MORE THAN 20 DEGREES • JUMP FORWARD 6" ON ONE FOOT • UNDERHAND TOSS; HIT TARGET FROM 5 FEET

DEVELOPMENTAL LEVEL	MOTOR FUNCTIONING			
	FINE MOTOR (GRASP/REACH OBJECT MANIPULATION)	**POSTURE/ BALANCE** (HEAD CONTROL/ SIT/STAND)	**LOCOMOTION** (CRAWLING/ WALKING/RUNNING/ CLIMBING)	**ACTIVE MOTOR** (THROWING/JUMPING/ KICKING)
LEVEL IX **36-48 MONTHS**				• HOP FORWARD 8 TIMES ON EACH FOOT • CATCH BALL WITH ELBOWS BENT IN FRONT OF BODY • BOUNCE BALL DISTANCE OF 5 FEET TO WALL • OVERHAND THROW BALL TO WALL TARGET 5 FEET AWAY
LEVEL X **48-60 MONTHS**	• BUTTON AND UNBUTTON ONE-HALF INCH BUTTON IN 20 SECS. • OPEN PADLOCK WITH KEY • BEGIN TO USE TOOLS ADEPTLY • IMITATE BUILDING A GATE WITH 5 BLOCKS • FOLD PAPER IN HALF • CUT SQUARE ALONG THE LINES • PUT 2 PAPER CLIPS ON PAPER • PICK UP MINUTE OBJECTS DEFTLY	• STAND ON TIPTOE FOR 8 SECS. WITH HANDS OVER HEAD • STAND ON ONE FOOT FOR 10 SECS.	• WALK BALANCE BEAM 4 STEPS WITHOUT SUPPORT • RUN: MOVING ARMS RECIPROCALLY WITH LEGS, SHIFTING WEIGHT FOM ONE FOOT TO OTHER FOOT • WALK BALANCE BEAM FORWARD WITHOUT STEPPING OFF WITH HANDS ON HIPS • WALK BALANCE BEAM BACKWARD 5 STEPS; HEELS TOUCHING TOES	• THROW BALL 10 FEET • JUMP UP 3" BEYOND NORMAL REACH • JUMP DOWN FROM OBJECT 32" WITH ONE FOOT LEADING AND NO HELP • JUMP FORWARD 16" ON ONE FOOT • SOMERSAULT • PERFORM 3-4 SIT-UPS IN 30 SECS. • CATCH BALL WITH ELBOWS AT SIDES • JUMP TURN (180 DEGREES WITH FEET TOGETHER AND HANDS ON HIPS) • SKIP 8 TO 10 STEPS • JUMP SIDEWAYS • JUMP FORWARD 3 FEET • HIT TARGET WITH BALL 12 FEET AWAY WITH OVERHAND THROW • TURN 3 SOMERSAULTS

DEVELOPMENTAL LEVEL	MOTOR FUNCTIONING			
	FINE MOTOR (GRASP/REACH OBJECT MANIPULATION)	**POSTURE/ BALANCE** (HEAD CONTROL/ SIT/STAND)	**LOCOMOTION** (CRAWLING/ WALKING/RUNNING/ CLIMBING)	**ACTIVE MOTOR** (THROWING/JUMPING/ KICKING)
LEVEL XI **60+ MONTHS**	* CONNECT DOTS WITH STRAIGHT LINE * IMITATE BUIDING SIX CUBE PYRAMID * WIND STRING AROUND SPOOL * COLOR WITHIN LINES * COPY PRINTED WORD; FORMING LETTERS CORRECTLY * DRAW A PERSON WITH AT LEAST 8 BODY PARTS * COPY DIAMOND WITH STRAIGHT, CONNECTED LINES * IMITATE BUIDING STEPS WITH 10 BLOCKS	* STAND ON ONE FOOT WITH LEG BENT AT KNEE, HANDS ON HIPS AND EYES CLOSED FOR 8 SECS. * FROM SUPINE POSITION, STAND UP STRAIGHT QUICKLY (4X IN 20 SECS.)	* WALK ON TIPTOES 15 FEET WITH HANDS ON HIPS * WALK SIDEWAYS ON BALANCE BEAM 8 FEET WITHOUT STEPPING OFF * TAKE 4 STEPS ON BALANCE BEAM; HEEL-TOE AND HANDS ON HIPS * PICK UP RUNNING SPEED	* BOUNCE AND CATCH BALL * JUMP OVER ROPE 10" OFF FLOOR * GALLOP 10 FEET * HOP 20 FEET IN 6 SECS. * KICK BALL; TRAVEL 12 FEET IN AIR * PERFORM 7-8 PUSH-UPS IN 20 SECS. * SKIP 10 FEET * KICK ROLLING BALL AFTER RUNNING 4 FEET; BALL TRAVEL 8 FEET * KICK BALL WITH CONTINOUS MOTION DISTANCE OF 5 FEET * 3 SIMULTANEOUS SOMERSAULTS * JUMP 8" BEYOND REACH * PERFORM 9-10 PUSH-UPS IN 20 SECS.

ADAPTIVE FUNCTIONING PROFILE



DEVELOPMENTAL LEVEL	ADAPTIVE FUNCTIONING			
	EATING	SELF CARE (TOILETING/DRESSING/ GROOMING)	CLEAN UP	DAILY LIVING SKILLS
LEVEL I BIRTH TO 3 MONTHS	• SUCK • RECOGNIZE AND REACH FOR BREAST/BOTTLE • ROOTING REFLEX: SEARCH FOR FOOD SOURCE • TONGUE-THRUST REFLEX PUSHES OUT SOLID FOODS • SENSITIVE GAG REFLEX	• DIAPERS		
LEVEL II 4-6 MONTHS	• SUCK • SOLID FOODS, NOT NUTRITIONALLY NEEDED, BUT MAY WANT IT • RECOGNIZE AND REACH FOR BREAST/BOTTLE • TONGUE-THRUST REFLEX PUSHES OUT SOLID FOODS • SENSITIVE GAG REFLEX	• DIAPERS		

DEVELOPMENTAL LEVEL	ADAPTIVE FUNCTIONING			
	EATING	SELF CARE (TOILETING/DRESSING/ GROOMING)	CLEAN UP	DAILY LIVING SKILLS
LEVEL III 6-9 MONTHS	• TONGUE-THRUST AND GAG REFLEX LESSEN; ACCEPT SOLID FOODS (STRAINED, PUREED, FINGERTIPFUL, SPOONFUL) • SIT ERECT IN HIGH CHAIR • TEETHING BEGIN • THUMB-FOREFINGER PICK UP • FASCINATED WITH TINY FOOD MORSELS • BEGIN MOUTHING CHOKABLE FOODS AND OBJECTS • BANG, DROP, FLING • REACH FOR FOOD AND UTENSILS • MUNCH FOOD • EAT MASHED, PUREED AND MUSHED FOOD FED BY ADULT • DRINK FROM CUP BEING HELD • HOLD BOTTLE WITHOUT HELP • HOLD, BITE FOODS (CRACKERS, COOKIES) • TONGUE LATERALIZATION BEGIN	• DIAPERS		

DEVELOPMENTAL LEVEL	ADAPTIVE FUNCTIONING			
	EATING	SELF CARE (TOILETING/DRESSING/ GROOMING)	CLEAN UP	DAILY LIVING SKILLS
LEVEL IV 9-12 MONTHS	• HOLD TRAINER CUP USING 2 HANDS • SELF-FEEDING SKILLS IMPROVE: HOLD BOTTLE AND CUP LONGER • POINT AND POKE, SMEAR, ENJOY MESS • BANG, DROP, FLING • HIGH CHAIR GYMNASTIC INCREASE • TRY TO USE UTENSIL, SPILL MOSTLY • EAT LUMPIER CONSISTENCY FOODS • FINGER FEEDING MASTERED • BITE-SIZED COOKED VEGGIES • MELT-IN-MOUTH FOODS • HOLD CUP USING ONE HAND	• DIAPERS		
LEVEL V 12-18 MONTHS	• PROLONGED ATTENTION SPAN • "DO IT MYSELF" DESIRE INTENSIFIES • FINGER FEED FOODS WELL • CHEW MOST FOODS WELL	• DIAPERS		

DEVELOPMENTAL LEVEL	ADAPTIVE FUNCTIONING			
	EATING	SELF CARE (TOILETING/DRESSING/ GROOMING)	CLEAN UP	DAILY LIVING SKILLS
LEVEL V 12-18 MONTHS	• LIP SEAL INTACT WHEN DRINKING FROM CUP • TILT CUP AND HEAD WHILE DRINKING; SPILL LESS • HOLD SPOON BETTER; STILL SPILL MUCH • WALKING: REFUSE TO SIT STILL AND EAT • PICK AT OTHERS' PLATES • PARTICIPATE IN FAMILY MEALS • EAT CHOPPED AND MASHED FAMILY FOODS • BEGIN SELF-FEEDING WITH UTENSILS	• INDICATE WET OR SOILED PANTS BY SOUNDS OR ACTIONS LIKE PULLING AT PANTS • MAY SHOW INTEREST IN SITTING ON TOILET OR POTTY CHAIR • TAKE HAT ON/OFF • COOPERATE IN DRESSING; PUT ARMS IN COAT SLEEVES, ETC. • MAY PULL ZIPPERS DOWN • MAY INSIST ON CHOOSING OWN CLOTHES • CAN TAKE OFF EASILY REMOVED CLOTHES • TRY TO PUT CLOTHES ON (SOCKS, SHOES)	• HELP PUT TOYS AWAY	
LEVEL VI 18-24 MONTHS	• HOLD SMALL GLASS IN ONE HAND • SUCK FROM STRAW • FEED SELF WITH FORK	• MAY HAVE BLADDER CONTROL DURING DAY • SQUAT, HOLD SELF OR VERBALIZE TOILET NEEDS • MORE SKILLFUL AT UNDRESSING THAN DRESSING • SHOW INTEREST IN CARING FOR OWN GROOMING NEEDS (TRY TO BRUSH TEETH-USUALLY BITE BRUSH) • PUT ON SHOES, BUT CANNOT TIE OR BUCKLE • PARTICIPATE IN WASHING: MAKE WASHING MOTION TOWARD MOUTH WITH CLOTH • WILLINGLY ALLOW CAREGIVER TO WIPE NOSE	• LIKE TO PUT THINGS BACK IN PLACE • HELP PICK UP AND PUT AWAY TOYS ON REQUEST	• SHOW UNDERSTANDING THAT HOT THINGS ARE DANGEROUS

DEVELOPMENTAL LEVEL	ADAPTIVE FUNCTIONING			
	EATING	SELF CARE (TOILETING/DRESSING/ GROOMING)	CLEAN UP	DAILY LIVING SKILLS
LEVEL VII 24-30 MONTHS	• EXPRESS LIKES AND DISLIKES; MAY BE A FUSSY EATER • DO NOT LIKE FOOD TO MIX (DO NOT WANT POTATOES TO TOUCH MEAT) • MAY ASK EXCLUSIVELY FOR ONE FOOD OVER A PERIOD OF TIME, THEN SWITCH PREFERENCE TO ANOTHER FOOD • HOLD SPOON ON LOWER 1/3 HANDLE; CONTROL TURNING SPOON, SCOOP FOOD, AND BRING TO MOUTH (CONSIDERABLE SPILLING) • OBTAIN DRINK FROM TAP OR OTHER SOURCE WITHOUT ASSISTANCE • DISCARD BOTTLE; DRINK ONLY FROM CUP • CHEW WITH ROTARY MOTION • HOLD FORK IN FIST • USE FORK TO SPEAR BITE-SIZED CHUNKS OF FOODS	• PULL DOWN PANTS WHEN NEEDS TOILETING • BRUSH TEETH WITH SUPERVISION; BEGIN TO MAKE BRUSHING MOTION • UNBUTTON LARGE BUTTONS • BLOW NOSE IN TISSUE HELD BY ADULT • FIND ARMHOLES IN T-SHIRT • REMOVE UNFASTENED GARMENT • HELP PUSH DOWN PANTS • WASH FACE WITHOUT ASSISTANCE • KNOW WHICH FAUCET IS HOT/COLD • DRY HANDS WITHOUT ASSISTANCE	• HELP CLEAN UP; PUT THINGS AWAY	• UNDERSTAND FUNCTION OF MONEY

DEVELOPMENTAL LEVEL	ADAPTIVE FUNCTIONING			
	EATING	SELF CARE (TOILETING/DRESSING/ GROOMING)	CLEAN UP	DAILY LIVING SKILLS
LEVEL VIII 30-36 MONTHS	• SUCK WITH STRAW, BUT MAY DAMAGE STRAW • EXPRESS LIKES AND DISLIKES • CHEW WITH ROTARY MOTION • HOLD FORK IN FIST • USE FORK TO SPEAR BITE-SIZED CHUNKS OF FOOD • OBTAIN DRINK FROM TAP WITHOUT ASSISTANCE	• PULL DOWN PANTS WHEN NEEDS TOILETING • DAYTIME BOWEL AND BLADDER CONTROL MAY BE FAIRLY WELL ESTABLISHED • VERBALIZE TOILET NEEDS FAIRLY CONSISTENTLY • ASK TO USE TOILET • PUT ON FRONT BUTTON SHIRT • MAY BE DELIBERATELY UNCOOPERATIVE DURING DRESSING, MAY TANTRUM • BUTTON 1 OR 2 BUTTONS ALONE • REMOVE SHIRT OR DRESS • UNDRESS SELF EXCEPT FOR PULLOVER GARMENTS • ASSIST IN DRESSING • UNTIE SHOELACES • KNOW WHERE CLOTHES GO; MAY PUT JACKET ON	• PUT JACKET AWAY • PUT POSSESSIONS AWAY WHEN ASKED	

DEVELOPMENTAL LEVEL	ADAPTIVE FUNCTIONING			
	EATING	SELF CARE (TOILETING/DRESSING/ GROOMING)	CLEAN UP	DAILY LIVING SKILLS
LEVEL IX 36-48 MONTHS	• FEED SELF WITH SPOON: SPILL LITTLE, HOLD SPOON PALM DOWN • CARRY A FILLED CUP • POUR LIQUID FROM PITCHER TO CUP • SERVE SELF FOOD WITHOUT ASSISTANCE • LICK LIP TO REMOVE ALL PARTICLES OF FOOD/LIQUID • GET OWN DRINK AT DRINKING FOUNTAIN	• URINATE WITHOUT TOILETING ASSISTANCE • USUALLY DRY AT NIGHT • UNBUTTON LARGE FRONT BUTTONS • SNAP FRONT BUTTONS • NEED ASSISTANCE TO REMOVE AND PUT ON T-SHIRT • PUT SHOES ON CORRECT FEET WITHOUT ASSISTANCE • BUTTON LARGE FRONT BUTTONS, BUT WITH DIFFICULTY • REMOVE PULLOVER GARMENT • INDEPENDENT WITH PULL DOWN GARMENTS • UNBUTTON SMALL FRONT BUTTONS • UNZIP; SEPARATE FRONT ZIPPER • WASH AND DRY HANDS • TURN FAUCET ON/OFF • WIPE NOSE WHEN REMINDED • BATHE SELF WITH SOME ASSISTANCE • PUT ON BOOTS • DRESS SELF COMPLETELY, EXCEPT FOR TYING SHOELACES	• PUT AWAY TOYS • LIKE TO HELP WITH ADULT ACTIVITIES IN HOUSE AND GARDEN • HELP WITH EXTRA CHORES WHEN ASKED	• SHOW UNDERSTANDING OF FUNCTION OF CLOCK • ANSWER THE TELEPHONE APPROPRIATELY

DEVELOPMENTAL LEVEL	ADAPTIVE FUNCTIONING			
	EATING	SELF CARE (TOILETING/DRESSING/ GROOMING)	CLEAN UP	DAILY LIVING SKILLS
LEVEL X 48-60 MONTHS	• SPREAD WITH KNIFE • HOLD SPOON IN FINGERS; FEW SPILLS • USE NAPKIN • USE STRAW APPROPRIATELY • POUR LIQUID INTO SMALL CONTAINER • TAKE FOOD FROM SERVING DISH WITH LITTLE SPILLING • HOLD FORK IN FINGERS • CHOOSE FORK APPROPRIATELY • SET TABLE WITH ASSISTANCE • CLEAR TABLE OF BREAKABLE ITEMS	• TOILET SELF EXCEPT FOR HELP WITH CLEANSING • CARE FOR ALL TOILETING NEEDS, WITHOUT BEING REMINDED OR ASSISTED • BUCKLE OWN BELT • LACE SHOES • ADJUST WATER TEMPERATURE • UNZIP BACK AND FRONT ZIPPERS • DRY SELF • WIPE NOSE INDEPENDENTLY • BRUSH TEETH, RINSE AND EXPEL LIQUID • WASH AND DRY FACE • PUT BELT IN LOOP	• PLACE DIRTY CLOTHES IN HAMPER • PUT AWAY CLEAN CLOTHES WITHOUT ASSISTANCE WHEN ASKED	• SUMMON TO THE TELEPHONE PERSON RECEIVING CALL • LOOK BOTH WAYS BEFORE CROSSING STREET
LEVEL XI 60+ MONTHS	• CUT SOFT FOOD WITH KNIFE • COVER MOUTH AND NOSE WHEN COUGHING/SNEEZING • ASSIST IN FOOD PREPARATION REQUIRING MIXING AND COOKING	• REQUIRE MINIMAL SUPERVISION AND HELP WITH DRESSING AND UNDRESSING • SELECT OWN CLOTHES • TIE SHOELACES • BATHE WITHOUT ASSISTANCE • TIE KNOT • UNTIE KNOT ON APRON • CLOSE BACK ZIPPER • TIE BOW • BUTTON AND SNAP IN BACK	• RESPONSIBLE FOR ONE HOUSEHOLD CHORE • MAKE OWN BED WHEN ASKED	• UNDERSTAND THAT IT IS UNSAFE TO ACCEPT RIDES, FOOD OR MONEY FROM STRANGERS • INITIATE PHONE CALLS TO OTHERS • OBEY TRAFFIC LIGHTS AND SIGNS ("WALK", "DON'T WALK")

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